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ABSTRACT

In a 3-year, federally-funded program, faculty at St. Olaf College (Minnesota) have developed a series of behavioral and natural science courses in which students with at least the fourth semester of foreign language do a portion of the course readings in the second language and meet once a week to discuss them in that language with the regular course instructor and a colleague from the relevant foreign language department. In addition, a limited number of immersion courses were offered. The federal grant provided support for summer course and materials development, course "overload" stipends and released time, released time for faculty language study, and library materials acquisition. By the end of the 1991-92 academic year, eight classes had been given and five repeated. Languages offered include French, German, and Spanish. The report details development and design of the program and evaluation results, and contains extensive supporting materials consisting of a faculty foreign language survey, 29 references, faculty development workshop materials, a sociology course outline, a faculty course evaluation survey, and articles about the program in scholarly journals. (MSE)

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ED 414 736

FINAL REPORT

FOREIGN LANGUAGES IN THE NATURAL AND BEHAVIORAL SCIENCES: A PROGRAM OF FACULTY DEVELOPMENT AND CURRICULAR INTEGRATION

FIPSE-Comprehensive Program

Grantee Organization:

St. Olaf College
Northfield, MN 55057

Grant Number:

P116B91254-91

Project Dates:

Starting Date: September 1, 1989
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Number of Months: 38

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FIPSE Program Officer:

Helene Scher

Grant Award:	Year 1	$ 70,505
	Year 2	$ 98,509
	Year 3	$ 72,776
	Total	$241,790

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Project Summary

FOREIGN LANGUAGES IN THE NATURAL AND BEHAVIORAL SCIENCES

In a three-year program supported by the Fund for the Improvement of Post-Secondary Education, faculty at St. Olaf College have developed a series of behavioral and natural science courses in which students with at least the fourth semester of a foreign language do a portion of the course readings in the second language and meet once a week to discuss them in that language with the regular course instructor and a colleague from the relevant foreign language department. In addition, a limited number of full immersion courses have been given. The FIPSE grant provided support for summer course and materials development, course "overload" stipends and released time, released time for faculty language study, and for library materials acquisition. By the end of the 1991-92 academic year eight AFLC classes had been given and five repeated. Languages offered include French, German, and Spanish.

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Executive Summary

FOREIGN LANGUAGES IN THE NATURAL AND BEHAVIORAL SCIENCES

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A. Project Overview.

"Foreign Languages in the Natural and Behavioral Sciences" was a three-year pilot project which integrated foreign language use with content learning in a variety of science disciplines. It involved modification of existing courses to include optional foreign language components for students with competency in French, German, and Spanish. The course modification, materials development, and teaching of the optional foreign language components of the selected courses were done collaboratively between faculty in the foreign languages and the faculty in the other disciplines who taught the selected base courses. To support the program, a number of non-foreign language faculty members were given released time to refresh their foreign language skills in upper level language classes at the College, and funds were provided through the grant to acquire needed library resources and other teaching materials. A program of evaluation was carried out with faculty and student questionnaires. Each summer during the grant period, workshops were held to prepare faculty for the work of course modification and materials development, as well as in the methodology of content instruction with the foreign languages. The St. Olaf FIPSE program, being limited to the sciences, ran in parallel with a similar program for the humanities, "Foreign Languages in the Disciplines," which was supported by the National Endowment for the Humanities."

B. Purpose.

The St. Olaf project was carried out to test the notion that students' learning in a variety of disciplines could be enhanced by application of their foreign language skills to content learning in those disciplines. The project was designed to give students experience in accessing academic content in languages other than English, preparing them to participate in the discourse of their chosen major fields using their second language competencies.

Ultimately, the project was addressed to changing the place of foreign language learning in the general education curriculum of an undergraduate college. Historically, the majority of U. S. undergraduates have experienced a foreign language in the context of a graduation requirement. Except for those students specializing in foreign literature or linguistics, or those pursuing international careers, the vast majority of undergraduates are given little opportunity to apply their foreign language competencies in courses not part of foreign language or area studies programs. By demonstrating the benefits of using foreign language competence to access information and/or perspectives not readily available through English, the program aims at bringing foreign language study further into the mainstream of the undergraduate curriculum.

C. Background and Origins.

St. Olaf is a college with a strong history of foreign language and study abroad programs. Yet, except for those majoring in language or area studies, students seldom were expected to use their hard-won language competencies in courses outside the foreign language departments As the College began to consider redesigning its general education

program in 1988, a group of faculty members in foreign languages and several other disciplines began to explore ways to encourage more wide-spread foreign language use on campus. Recognizing the need for grant support in order to begin the broad-based program which was envisioned, this *ad hoc* group prepared two parallel grant applications in the fall of 1988, one to FIPSE and one to the National Endowment for the Humanities.

D. Project Description.

The project had five major components: faculty development, course adaptation, student recruitment, library acquisition, and program evaluation. After a brief overview of the project's time line, each of these areas is addressed below.

Because funding began on September 1, 1989, the first semester of the program was used for identification and recruitment of the pilot course faculty and preparation of the first two pilot courses. The first two pilot courses were offered in the spring semester of 1990. One of these courses employed a "partial immersion" model, whereby ten of the students in a political science course met an additional hour per week with their instructor and a member of the Spanish Department to discuss alternate readings for the course in Spanish. In a second pilot, three students in economics completed a "directed readings" tutorial with a bilingual member of the Economics Department.

At the close of the academic year, the faculty selected for the second year of the program met with the pilot course faculty for a one-week workshop. The workshop was led by the project director and an outside consultant. After the workshop, faculty pairs devoted four weeks to modifying their courses to include a foreign language component, and to identifying and preparing texts for student use. The workshop and summer course development activities were conducted in a similar manner in succeeding years.

During year two, the two pilot courses were repeated and two additional courses were introduced. In year three, one course was repeated, and four additional courses with language components were given.

Faculty Development. Although most faculty at a typical liberal arts college have some facility in at least one language other than English, many have not used their other language(s) recently and have not actively encouraged their students to use their languages in completing work for their courses. Thus, each year funds were provided to partially release some non-foreign language faculty from teaching duties in order to "reactivate" their foreign language proficiency. The second major component of faculty development was the summer workshop, which focused on theoretical and methodological issues involved in integrating foreign language study and foreign language texts in work in other disciplines.

Course Adaptation. During each summer, pairs of faculty worked together for four weeks to modify the syllabuses of the applied foreign language courses, and to identify and prepare the texts to be read by the students in the courses. They also completed study guides, glosses, and exercises to accompany the texts. Three primary models of applied language courses were tested. In the most commonly used model, students in existing courses taught in English were given the option of meeting an additional hour per week to discuss course content in a foreign language with their instructor and a faculty member of a foreign language department. These students would also complete up to one-half of the readings for the course in the respective foreign language. Additional models included directed readings tutorials and full immersion courses taught totally in the foreign language. A particularly successful variation of the full immersion approach was offered in year two of the project. This involved an integrated three-course "package," taught in Spanish by an anthropologist, a political scientist, and two Spanish instructors.

Student Recruitment. From the beginning, the question as to whether students would voluntarily participate in applied foreign language course work was a concern to the project faculty. Using the transcript information available from the St. Olaf registrar's office, all students who had completed at least four semesters of French, German, or

Spanish were identified and sent personal invitations to participate each November and April prior to pre-registration for the following semester. In addition, instructors of the applied language courses visited upper level language courses to make students aware of the opportunities to enroll. Finally, to address students' need for recognition of the work completed, the St. Olaf faculty agreed to give participants transcript certification for the "Applied Foreign Language Component" after completing two such courses.

Library Acquisitions. Because undergraduate libraries do not typically have extensive holdings of primary foreign language literature in the sciences, funds were budgeted for acquisition of such holdings. Many of these materials were purchased by foreign language faculty while abroad in the summer.

Evaluation. A variety of instruments were used to assess the results of student and faculty participation in the program. While much information on the participants' subjective responses to participation was gained, for a variety of reasons, the project failed to produce "hard" data on the gains of students in foreign language competency.

E. Project Results.

The project brought together seven foreign language faculty and eight faculty members from other disciplines together in the offering of eight different courses, which included work in French, German, or Spanish. Regrettably, the project was largely unsuccessful in recruiting faculty participants in the natural sciences. Five of the courses have been repeated. The program has become "institutionalized" and the College has agreed to support at least five applied foreign language course offerings each semester.

The faculty in foreign languages and the other disciplines enjoy a new sense of community. Foreign language faculty have gained an enhanced appreciation of and familiarity with the literature and methodologies of other disciplines, which complements their teaching of language courses. The non-foreign language faculty, in addition to reactivating often-latent foreign language proficiencies, have an expanded repertoire of primary and secondary texts for their courses.

Student reactions have been overwhelmingly positive. Students believe that not only their language command has been increased, but that the encounter with course material in another language significantly added to what they learned in the courses. A benefit which the students cited especially was the opportunity to apply their foreign language competencies in a "real" learning context.

Beyond our campus, the FIPSE project and its sister NEH project have been widely recognized across the U. S. Through publications and presentations at professional meetings, many institutions are familiar with "the St. Olaf model," and are initiating similar programs. A national computer network of over 200 institutions which have started or are considering starting similar programs will be established in the spring of 1993. Workshops on the development of languages across the curriculum programs are planned for the summers of 1993 and 1994.

F. Summary and Conclusions.

It is still to early to know if "languages across the curriculum" projects such as St. Olaf's applied foreign language program will move foreign languages into the curriculum at large in a manner analogous to what has happened with "writing across the curriculum" over the past fifteen years. Whatever the eventual outcome may be, the St. Olaf projects have demonstrated that, with sufficient faculty interest and administrative support, an ongoing broad-based program which integrates foreign language use and disciplinary study, at least in the behavioral sciences and humanities, is feasible. Much work still remains to be done on the theoretical and pedagogical aspects of integrating foreign language study and use with content learning in other disciplines. The participants in the St. Olaf projects and a growing number of colleagues across regard the continuation of this effort as essential to the preparation of our students for life in the 21st Century.

Final Report

FOREIGN LANGUAGES IN THE NATURAL AND BEHAVIORAL SCIENCES

St. Olaf College, Northfield, MN 55057
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A. Project Overview

Foreign languages have long been isolated from the heart of the curriculum. A "languages across the curriculum" program based on the concept of the "Applied Foreign Language Component" (AFLC) can help overcome this isolation. The St. Olaf FIPSE project was a three-year effort (September 1989 - October 1992) to create such a program. It was conducted in parallel with a two-year (June 1989 - June 1991) sister project for the humanities disciplines, "Foreign Languages in the Disciplines," which was supported by the National Endowment for the Humanities. The project centered on five components: faculty development, course adaptation, student recruitment, library acquisitions, and program evaluation. A core group of faculty from the sciences and foreign languages worked together to modify six existing courses to include work with foreign language texts, and to design two foreign language "immersion" courses in science disciplines.

B. Purpose

The projects had three objectives. The first was to identify a core group of faculty across the curriculum who have advanced foreign language proficiency, and who were willing to incorporate foreign language texts into their courses. The second objective was to create appropriate foreign language materials for use in a group of specially adapted/designed courses. The third objective, and perhaps our principal concern, was to encourage students to continue second language study and use beyond the three-semester graduation requirement by offering them the opportunity to combine advanced language work in the context of institution-wide general education and/or major courses.

"Foreign Languages in the Natural and Behavioral Sciences" was designed to demonstrate to students that the achievement of foreign language competence is an integral

part of a liberal arts education, and that their understanding of a variety of disciplines can be enhanced as their mastery of the language increases. Extending the use of foreign language materials to courses beyond those offered by foreign language departments gives students access to important texts not normally studied in language classrooms and often not available in English and exposes them to perspective not typically available through English-language materials.

More importantly, students learn how, in various disciplines, language itself influences the shape as well as the content of the discipline and they learn to better appreciate the values and perspectives of other nations and cultures. For example, Spanish readings on family and marriage in Mexico in a sociology course challenged students to move beyond simple generalizations or stereotypes about family and marital relationships within the Hispanic world and to consider the variety of habits and patterns which exists. Careful reading of the texts required that the students refrain from superficial conclusions and instead engage in sophisticated analysis of and reflection on a complex world.

Ultimately, the purpose of the St. Olaf projects is to influence the "culture" of the undergraduate college in respect to the place of foreign language study and use within the curriculum at large, first within our own institution, and then in sister institutions across the U. S. For most of the last century, the dominant "context" for foreign language study in college and university undergraduate programs has been the foreign language graduation requirement. Most of the students who complete such requirements never develop useful functional competency in second languages, and, except for those students studying foreign literature, linguistics, or preparing for international careers, they have little academic incentive for developing such competency. Rarely, if ever, do they have an opportunity to put their foreign language to use in their undergraduate courses.

Accomplishing the goal of making languages across the curriculum a reality obviously requires new curricular structures, materials, and the preparation of faculty to fulfill new roles in their teaching responsibilities. Thus the more immediate purpose of the project was to design the needed course structures, to identify and adapt the needed

teaching materials, to provide faculty with training in languages and pedagogy, and to experiment with a variety of instructional formats for integrating foreign language use with content learning in various disciplines.

C. Background and Origins

St. Olaf College is a four-year undergraduate liberal arts college with just under 3000 students located in Northfield, Minnesota, about 40 miles south of Minneapolis. The College has a long and strong history in foreign languages and international studies. Approximately 60% of the students participate in at least one study abroad program before they graduate. The College has a three-semester graduation requirement in foreign languages. Yet, as is the case at most U. S. undergraduate colleges, the majority of students have not developed functional competency in a foreign language, nor have they been expected to use foreign languages significantly except in the context of foreign language/literature and area studies programs.

In 1992 the St. Olaf faculty approved a new general education program for the College, the result of several years of curricular review and program design. As this project was just beginning, in the spring of 1988, several faculty members, primarily from the behavioral sciences, history, and foreign languages, met as an *ad hoc* group to explore ways in which foreign languages could be brought more into the "mainstream" of work in other disciplines. The group was particularly concerned with finding ways to make the language learning experience for the students at large more meaningful and practical. The group felt strongly that foreign language study should not merely introduce students to languages for potential future use, but that all students should be given opportunities to apply their foreign language skills to content learning in a variety of disciplines, and thereby to gain the confidence and practical ability to utilize their non-English language in "real" contexts in future graduate study and/or the practice of their chosen professions.

The group continued to meet to explore various models for an "applied foreign language" program. As the faculty focused more and more on a team-teaching approach,

questions were raised as to the numbers of students who would qualify for participation in the new offerings. From the start, the St. Olaf faculty felt that, to participate in an applied language program which involved the reading of challenging primary texts and discussing them in a foreign language, the students would need a minimum of fifth- semester language proficiency. Reviewing enrollment data from the registrar's office, it was determined that in the three major languages, French, German, and Spanish, there would be up to 100 students at that level in each language each year. (Later, with some experience in giving the courses, students with strong performance in fourth-semester language courses were allowed to participate.) Thus there appeared to be an adequate "critical mass" to offer a program in the three "primary" foreign languages.

Given the adequate student pool, there still existed the question as to whether there were sufficient numbers of faculty with foreign language proficiency and interests to start a program. A short questionnaire was prepared to assess faculty interest and foreign language background. (See Appendix B.) Of the approximately 230 full time faculty members of St. Olaf, over eighty expressed at least some interest in a program, so the group decided to proceed. (The questionnaire was used to establish a faculty data base, which is now maintained and up-dated each year.)

In the fall of 1989, details for a proposed program were worked out and requests for grant support were addressed to the Fund for the Improvement of Post-Secondary Education and the National Endowment for the Humanities. By focusing the NEH program on the arts and humanities, and the FIPSE program on the sciences, all curricular areas were eligible to participate.

D. Project Description

At the time the St. Olaf program was initiated, there were few existing models for languages across the curriculum in American colleges from which we could learn or which we could emulate. We examined the literature on content-based foreign language instruction (CBI) to learn what we could from this now well-established curricular

movement. We also looked at bilingual programs. (See especially, Leaver and Stryker, 1989, and Brinton, Snow and Wesche, 1989, in the bibliography in Appendix C.) However, both bilingual instruction and CBI typically operate in different context than what we were contemplating. Most of the work in these areas has been done in English with elementary students from homes where the parents' language is not English or in elementary school immersion programs. A number of institutions in Canada and in California, for example, do offer college level work in languages other than the students' first language, but again the context is different from that of a generic, primarily-monolingual undergraduate college.

The closest model to the program we envisioned which we found in the literature was the "Languages in the Curriculum" program initiated by Earlham College already in the late 1970s. (Cf. Jurasek, 1988, 1992.) Yet the Earlham program, though it provided the opportunity for higher level work with second languages in the context of a wide range of disciplines, seemed to put for us too much emphasis on "illustrative" use of course-relevant foreign language terminology, and on short excerpts from foreign texts to demonstrate the shortcomings of translation. As useful as such a program may be, we felt that we had the students and faculty resources to aim for a relatively high level of encounter with longer texts, accompanied by discussion and other learning activities conducted in the foreign language to integrate the work with the texts with the goals of the respective base courses. We also felt strongly the need for collaboration between the faculty in foreign languages and the faculty in other disciplines on our campus.

With neither experience nor appreciable data from other institutions, we considered five basic models of courses for St. Olaf:

1. *A total foreign language immersion course.* The course is taught in a language other than English by a fully bilingual disciplinary instructor, or is team-taught by a foreign language instructor and a disciplinary faculty member with intermediate level language skills. To further intensify the experience, sets of two, three, or

four interrelated immersion courses could be taught in a second language on campus in a given term.

2. *An internship in a foreign language community abroad.* This includes individually-arranged internships as well as group experiences in which a faculty member accompanies a group of students who complete internships abroad. This may by particularly appropriate for the January term.

3. *A partial foreign language immersion course.* Within an existing course, students have the option of completing approximately one-half of the course readings in a given foreign language. Those who elect to do the language component meet an additional hour each week to discuss the readings in the foreign language with the course instructor and a colleague from the respective foreign language department, who has worked with the primary course instructor to select and prepare the foreign language readings for the course. Students receive an additional credit hour for participation.

4. *Directed readings.* Individuals or small groups of students work with disciplinary faculty members who have foreign language competence to complete directed study projects in a foreign language.

5. *A foreign language readings enriched course.* Disciplinary faculty provide students in an existing course with a limited supplemental readings list in a foreign language. The instructor has at least a reading knowledge in the foreign language. Students use foreign language sources in writing research papers. The instructor may or may not meet separately on occasion with the students who elect to do the "enriched" reading list. No additional course credit is given.

After surveying the faculty and examining enrollment patterns to identify courses which would normally enroll enough students with sufficient language competency to form an applied language section, the first pilot course, Political Science 81, U. S. Foreign Policy, was offered in the spring of 1990 based on the "partial immersion" model above

with a Spanish component. The course was taught by a political scientist with intermediate level Spanish proficiency and a Spanish language specialist who also had done graduate studies in political science. Ten students enrolled for the discussion session, which was conducted jointly by the political scientist and the Spanish language specialist. In order to insure integration of the Spanish language work with the base class, the Spanish specialist was provided course release time to attend the three hours of lecture each week. Beginning with the successful experience with that course, the "partial immersion" approach became the dominant model throughout the grant project. During the same semester, three students participated in a "directed readings" tutorial, dealing with Latin American economics. However, because such tutorials are always "overloads" for the faculty, it has not been a popular option.

At the end of the first semester of courses, a workshop was held for the faculty who were to participate in year two of the program. (See Appendix D for a representative workshop schedule and evaluation.) At the workshops, faculty filled out evaluations on their experiences with applied language courses during the past academic year. (Appendix J) Similar workshops have been and continue to be held at the close of each academic year and are an essential part of any successful program. They help to cement a sense of common purpose and allow new faculty to learn from the experiences of past participants. They set the stage for the collaborative summer work in course adaptation and materials selection and preparation. A primary focus is on techniques of teaching "reading for meaning" and "contextualization" of content employing pre-reading activities, intensive/extensive reading of the texts, and post-reading learning activities. Assisting us with the first workshop was Dr. Renate Schulz, Professor of German at the University of Minnesota, a recent past-President of the American Association of Teachers of German, and a nationally-recognized specialist in foreign language pedagogy. Dr. Schulz returned to campus in October 1992 to conduct a final evaluation visit. Her report is found in Appendix E.

Foreign language library materials in the disciplines represented by the courses offered continued to be acquired throughout the grant period. While acquisitions staff members of the library often were helpful, to primary burden of locating the needed texts fell most heavily on the foreign language member of each faculty pair. In general, we budgeted more for library acquisitions than was required. Because of the time required to order and catalogue library books, especially those printed abroad, a good share of the materials were purchased directly by the faculty during travel abroad during the summer. In addition to the specific texts needed for reading assignments, basic handbooks and other reference materials in the foreign language are essential for general support of the program.

As the St. Olaf LAC program was being started, a major source of faculty anxiety was the question of whether or not any students would elect to enroll in the new offerings. To insure that all eligible students were informed, each student received a personal letter explaining the program and inviting participation. With the help of the registrar, mailing lists of eligible students are maintained on an on-going basis. Project faculty visit upper level language classes to answer questions and meet with department chairs and advisors to inform them of the program.

We also felt that establishing some sort of "credential" would help motivate students to participate by giving them tangible recognition of the work in applied foreign language classes. A formal proposal for such a credential was presented to and approved by the St. Olaf faculty. (Appendix F) It took the form of the "Applied Foreign Language Component" (AFLC), which is noted upon the student's transcript upon completion of at least two program courses. In practice, we underestimated the significance of the AFLC certification. Students frequently inquire as to what new offerings will be available to "complete" the AFLC after they have take their first applied language course.

Governance of the AFLC program at St. Olaf is vested in a program "steering committee." This committee, consisting of the FIPSE and NEH project directors and six project faculty, meets at least once each semester to review the program, make policy

decisions, and identify the next courses to be offered. Although the day-to-day management of the program has fallen primarily on the project directors, who are language specialists, it is essential that the "ownership" of the program be shared jointly between all of the disciplines.

Evaluation of faculty and student experiences in the program has been on-going and frustrating. Obtaining valid and reliable hard data on the gains of students in language proficiency and content knowledge has largely eluded the project staff. Existing reading tests, such as the MLA Cooperative Reading Proficiency tests were administered, but the results were inconclusive and contaminated because many of the students were simultaneously taking advanced language work in other classes. The appropriateness of that exam for the type of reading done in the applied language classes also can be questioned. Future work needs to be and will be done in language testing.

Extensive data on faculty and student opinions regarding their participation were collected, but no satisfactory measures for documenting language or content gains were found. A major problem was the lack of existing evaluation instruments. Without the time and expertise to develop and administer rigorously the type of instruments which would be required, this aspect of the project remains incomplete. We are currently exploring the possibility of identifying a graduate student in foreign language pedagogy at the University of Minnesota, who could carry out the needed evaluations as part of a dissertation project. Other data which has been collected over the past three years is still under analysis and some further outcomes will be shared in future publications.

Finally, one of the basic concerns of FIPSE and of the St. Olaf faculty in the applied foreign language program is the continuation of successful pilot program activities after the period of grant support. From the start, we were interested in an "institutionalized" program, and made sure that we had a commitment from the St. Olaf administration to support the program activities beyond the grant. Fortunately, the administration was more than willing to make this commitment, the major portion of which is in "overload" stipends

to faculty participants. Although granting foreign language faculty full course releases for participation is prohibitively expensive without "outside" support, the College agrees to fund stipends of $1000 for foreign language faculty and $750 for other faculty per course for at least five courses each semester. Alternatively, faculty may accumulate load credit on the basis of three applied language courses for one regular course if they prefer to receive released time.

E. Project Results

Over the course of the grant, eight different courses with foreign language components were given. (See Appendix G for a sample course outline.) There have been five repetitions of courses. (See the listing by year and semester in Appendix H.) In addition to the "partial immersion" and "directed readings" course models, "total immersion" was the only other model used. The "internship abroad," though seemingly attractive to both faculty and students, never developed because of difficulties with faculty scheduling. It is still hoped that this model can be attempted with a program in Costa Rica in January 1994. The "foreign language enriched" approach, reminiscent of the program at Earlham College, is currently being used with a Chinese history course, which was developed under the NEH branch of our program.

What are some of the specific benefits for faculty? Since the programs involve team teaching or other collaboration in course and materials development, a new sense of and community and collegiality has been an important outcome. On many campuses, there are too few opportunities to discuss intellectual matters of mutual interest, or to discuss pedagogy, and the opportunities for team teaching are often limited. The experience of being part of a collaborative effort is an energizing one, and its importance in maintaining faculty vitality should not be overlooked or underestimated.

Collaboration also encourages the disciplines to better inform each other. Enhanced familiarity with other segments of the curriculum and close study of texts in these disciplines complements and deepens the disciplinary competence of the foreign

language specialists and enriches their teaching. For example, a St. Olaf Spanish professor, who had never studied political science formally, now understands better Latin American and Spanish politics, and has acquired a better appreciation for the ways with which political scientists approach issues of political and economic development.

The non-foreign language faculty, in addition to reactivating often latent foreign language skills, benefit from an expanded repertoire of primary and secondary texts for use in their courses. The identification and study of authentic foreign texts brings faculty into direct contact with the perspectives of scholars from other countries, perspectives which may differ markedly from those of U. S. scholars.

An unanticipated benefit expressed by some members of the St. Olaf College faculty involves a reappraisal of teaching methods. After working with a foreign language colleague in the FL discussion groups, and using pedagogical techniques such as role playing, small group work, or simulation, some faculty reported that they now rely less exclusively on the lecture format and increasingly are using more interactive teaching methods.

As noted above, few hard data exist as to the specific benefits to students who participate in language across the curriculum programs. Aside from the continuing problematic aspects of foreign language testing, it is very difficulty to isolate the many variables involved in the learning process, so documentation of proficiency gains is limited. On self-evaluations, the St. Olaf students overwhelmingly believe that their language skills have improved after participation. They also believe that their mastery of the course material is enhanced, a view which is shared by their instructors. A benefit (which cuts both ways for the foreign language faculty) is that the students frequently view their experience of using the language in a non-foreign language discipline as "real," in contrast to the work done, often with similar texts, in the foreign language department. (See Appendix I for a representative summary of an individual course evaluation by students.) Finally, by comparing translations with their originals, students also learn to

better appreciate the relationships between language and meaning, and recognize the shortcomings of even the most masterful translations.

Dissemination has been one of the more successful aspects of the St. Olaf program. The program has become widely known through publications (Appendix C, bibliography and Appendix K, two representative publications) and presentations at numerous meetings of professional societies (Appendix L). St. Olaf faculty play a central role in the joint ACE-NEH "Spreading the Word" dissemination project, and have been instrumental in establishing special interest groups for languages across the curriculum with the American Council on the Teaching of Foreign Languages (ACTFL) and with the American Association of Teachers of German (AATG). The AATG is sponsoring a program development workshop for German across the curriculum at St. Olaf College in June 1993, and St. Olaf faculty are involved in planning dissemination workshops in Minnesota and Rhode Island in the summer of 1994. Numerous requests for materials have been received from across the U. S. and many groups of faculty and administrators have visited St. Olaf to view the program first hand.

F. Summary and Conclusions

As noted in the Executive Summary, it is still to early to predict the long-term future of languages across the curriculum programs in the undergraduate curricula of U. S. colleges and universities. After three years of program development, we know that it is possible to create and sustain at least a small such program at an undergraduate college with a strong commitment to internationalization and foreign language study. However, we have still not reached large numbers of the student body. With no more than 40-50 course participants each semester, only a minority of our students experience formal use of second language proficiency in the context of non-foreign language disciplines. But we are not discouraged by this limited participation, because we feel that we are beginning to see changes in the "culture" of the institution in respect to how foreign language learning is regarded by both students and faculty. A sign of this change is the recent increase of the

foreign language graduation requirement in languages at St. Olaf from three to four semesters, which was passed by the faculty without dissent and was openly supported in our student newspaper. Although a small percentage of our faculty participates formally each semester, we believe strongly that there will be a carry-over effect to colleagues and to the offering of courses which do not have a formal applied language component. It is significant also, that foreign language proficiency is taken into account with all new faculty appointments to the College.

We believe that students, once they have experienced applied language work, will carry the habit of using foreign language sources into other courses, but this will need to be verified in longitudinal studies. We also are beginning to see "fall-out" from the applied language program within the curricula of the foreign language departments. As these departments design new fourth-semester courses to serve the increased numbers of students who will need them for graduation, the prospect of preparing students for content-based work in other disciplines is a major consideration.

For those colleagues at other institutions who would like to start an applied language program, but feel intimidated by the time, energy, and resources needed to start a broad-based program, we would like to encourage small beginnings. As few as two members of the faculty working collaboratively to combine language work and content study in another discipline are sufficient to set an example for colleagues on the campus. At universities, foreign national graduate students often can be employed to assist undergraduates with the language work. At nearly all institutions with which we are familiar, such small beginnings have attracted collaborators and have revealed unsuspected interests and competencies among faculty colleagues in respect to the use and study of foreign languages.

Finally, we would encourage other practitioners to be realistic about the time, energy, and resources needed to carry out an effective program of evaluation. If the needed resources do not exist on the local campus, seek them outside, such as at a nearby state

university. Many colleges and universities have now begun or will be initiating languages across the curriculum programs in a wide variety of forms and formats. A coordinated effort at evaluating the efficacy of these programs is acutely needed, if such programs are to become a permanent aspect of the undergraduate experience of large numbers of American students. (See Appendix M for a check-list of some of the pedagogical and theoretical concerns still facing this area of curricular development.)

APPENDIX A

Information for FIPSE

(1) Collaboration with FIPSE.

One of the most attractive "structural" aspects of the FIPSE program is the two-tier proposal process. With all of the normal pressures on faculty in teaching and research, being able to "test the waters" with a concept proposal before going through the extensive effort of preparing the full final proposal is a big plus. At all times, before, during, and after the grant, a major strength of FIPSE is the staff. Consultation with the staff was encouraged at all points, and responses were always prompt and to the point. We had the feeling that the staff genuinely understood and supported our efforts. When modifications to original plans were called for, they were quick to respond to our needs. We could only wish that the staff were larger, so that the project load would be lighter and the staff would be able to do more frequent site visits.

One of the most beneficial experiences in the FIPSE program is the annual project directors' meeting. The chance to share experiences with directors of similar projects is invaluable, and the sessions on technical aspects of grant administration are essential.

(2) Considerations on reviewing future proposals.

A major "sticking point" for our project, and probably for many others, was evaluation. While the sessions on evaluation at the project directors' meetings were helpful, the time was much too short. FIPSE might consider funding a project which would provide a summer seminar for project directors on evaluation, geared especially for project directors who lack technical background in formal evaluation techniques, and/or come from smaller institutions which typically lack extensive in-house resources for such evaluation. FIPSE might also explore ways of linking up with universities which have doctoral programs in evaluation, to identify FIPSE projects as potential subjects of doctoral dissertation research.

(3) Other comments.

As a first-time project director for FIPSE I have greatly appreciated the sensitivity of the staff to the needs and interests of the academic community. The mixture of idealism in respect to a genuine concern for *improvement* of post-secondary education, along with a reasonable and clear-cut approach to funding, reporting, and staff support make FIPSE a unique resource for American higher education.

APPENDIX B

NEH/FIPSE FACULTY FOREIGN LANGUAGE SURVEY

1. Name: _____ Department(s): _____

2. Undergraduate Major(s): _____ Minor(s): _____

3. Please provide the following information about your formal study of foreign languages:

	Language Studied	Number of Years Studied
High School:	_____	_____
	_____	_____
	_____	_____
Undergraduate College/Univ:	_____	_____
	_____	_____
	_____	_____
Other (Specify: _____	_____	_____
_____)		
Foreign Language proficiency exams completed for graduate degree:	_____	_____
	_____	_____

4. Please provide the following information about your residence in a foreign country (please list travel in item #5):

Foreign Country in Which You Resided	Length of Stay	Purpose (brief explanation)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Please provide the following information about your significant personal/professional travel in non-English speaking countries:

		Use of Foreign Language While Traveling in Country		
Country	Length of Visit	Extensive	Some	Little/None
_____	_____	1	2	3
_____	_____	1	2	3
_____	_____	1	2	3
_____	_____	1	2	3
_____	_____	1	2	3
_____	_____	1	2	3

6. 1) Please circle those languages below in which you have some reading, speaking and/or writing skill.
   2) For each language circled, please complete the grid below. Place the language abbreviation on the line that best describes the level of your reading ability (col. A), speaking ability (col. B), and listening ability (col. C) in that language.

Ch = Chinese G = German J = Japanese N = Norwegian S = Spanish
F = French GK = Greek L = Latin R = Russian __=_____(specify other)

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A. Reading	B. Speaking	C. Listening
_____I cannot read in the language at all	_____I cannot speak the language at all	_____I cannot understand a word of the spoken language.
_____I can recognize isolated words and phrases, days of the week, months of the year, cognates.	_____I can use isolated words and phrases. I can name days of week, months, seasons, family members, etc.	_____I can recognize isolated words and phrases.
_____I can read and comprehend whole sentences as long as they pertain to basic survival needs (food, lodging, transportation, etc.)	_____I can survive in the foreign culture, speak in sentences, carry on a simple conversation, ask and answer simple questions, get a hotel room, obtain directions, order a meal, buy a train ticket.	_____I can understand the language well enough to survive in the culture. I can understand sentences and basic questions related to common needs (food, lodging, transportation).
_____I can read and comprehend paragraph length discourse that pertains to concrete topics (school, work, current events).	_____I can speak in extended dialogue with a native speaker when we discuss concrete topics--school, work, current events.	_____I can understand the bulk of what a native speaker says so long as the topic is concrete, not abstract, and so long as I am familiar with the topic.
_____I can read and comprehend articles in professional journals.	_____I can use the language in a professional context--for giving a paper, discussion research with foreign colleagues.	_____I can understand virtually everything that is said by native speakers, whether the topic be concrete or abstract. I can function professionally in the language.

7. To what extent are you interested, if at all, in developing your foreign language skills through some type of formal instruction (auditing, special evening or summer courses, etc.)?

Foreign Language	Very Interested	Somewhat Interested
_____	1	2
_____	1	2
_____	1	2

8. Please indicate the approximate number of times each of the following occurred last year:

During the year, how often did you:	Number of times between Sept. 91 - Aug. 92
a. Read an article written in a foreign language:	_____
b. Correspond with a professional colleague in a foreign language?	_____
c. Attend a meeting where some of the papers were presented in a language other than English?	_____
d. Include a source written in a foreign language as optional reading for the students?	_____
e. Include a source written in a foreign language as required reading?	_____
f. Have a request from a student to use a foreign text?	_____
g. Receive a student paper that used a foreign language text as a source?	_____

9. In the area(s) in which you teach, how important is it for students to be able to read texts written in languages other thar English?
   1. Very important
   2. Important
   3. Somewhat important
   4. Not important

10. What is the potential for incorporating texts written in a foreign language into the courses you teach?
    1. A great deal of potential
    2. Some potential
    3. A little
    4. Essentially none at all

11. What courses are you teaching or might you teach that could offer students an applied foreign language component?

Course	Have taught	Could teach
_____	1	2
_____	1	2
_____	1	2
_____	1	2

12. Feel free to attach a sheet with comments and/or questions about the "program of applied language work across the curriculum."

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APPENDIX C

Languages Across the Curriculum: A Selected Bibliography

* Identifies St. Olaf faculty.

*Achberger, Karen R. "German in the Humanities." Die Unterrichtspraxis (forthcoming).

*Allen, W., K. Anderson, and L. Narváez. "Foreign Languages Across the Curriculum: The Applied Foreign Language Component." Foreign Language Annals 25 (February 1992): 11-19.

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Brinton, Donna M., Marguerite Ann Snow and Marjorie Bingham Wesche. Content-Based Second Language Instruction. New York: Newbury House, 1989.

Cantoni-Harvey, G. Content-Area Language Instruction: Approaches and Strategies. Reading, MA: Addison-Wesley, 1987.

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Crandall, Jodi, Ed. ESL through Content-Area Instruction: Mathematics, Science, Social Studies. Prentice-Hall Regents, 1987.

Crawford-Lange, L. M., and D. L. Lange. "Doing the Unthinkable in the Second Language Classroom: A Process for the Integration of Language and Culture." In Higgs, T., ed., Teaching for Proficiency, the Organizing Principle. Lincolnwood, IL: National Textbook Company, 1984.

Fish, Stanley. Is There a Text in This Class? Cambridge, MA: Harvard University Press, 1980.

Jurasek, Richard. "Integrating Foreign Languages into the College Curriculum." The Modern Language Journal 72 (1988): 52-58.

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Jurasek, Richard & Barbara S. Jurasek. "Building Multiple Proficiencies in New Curricular Contexts." Building Bridges and Making Connections. Phillips, June K., ed. Burlington, VT: Northeast Conference Reports, 1991: 89-121.

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Kramsch, Claire & Sally McConnell-Ginet. Text and Context: Cross-Disciplinary Perspectives on Language Study. Lexington, MA:D.C. Heath & Company, 1992.

Krashen, S.D. The Input Hypothesis: Issues and Implications. Longman, 1985.

Krashen, S.D. Input in Second Language Acquisition. Pergamon Press, 1985.

Krueger, Merle, and Frank Ryan, eds. Language and Content: Discipline-Based Approaches to Language Study. Lexington, MA: D.C.Heath, 1992.

Leaver, Betty Lou and Stephen B. Stryker. "Content-Based Instruction for Foreign Language Classrooms." Foreign Language Annals 22, 3 (May 1989): 269-75.

Mohan, Bernard A. Language and Content. Reading, MA: Addison-Wesley, 1986.

*Moline, Jon. "On Making Foreign Languages Our Own." Humanities 11, 6 (November/ December 1990), 36-38.

Pankenier, David W. "Foreign-Language Requirements at the College Level Do Not Work." The Chronicle of Higher Education, December 5, 1990.

Straight, H. Stephen. "Languages Must Be Taught 'Across the Curriculum' to Insure That Students Develop Functional Skills." The Chronicle of Higher Education, March 7, 1990.

Sudermann, David P. "Foreign Language and Liberal Studies: Toward an Equal Partnership." The ADFL Bulletin 24, 1 (Fall 1992): 40-45.

Sudermann, David P. and *Mary A. Cisar. "Foreign Language Across the Curriculum: A Critical Appraisal." The Modern Language Journal 76, 3 (1992), 295-308.

Swaffar, Janet. "Readers, Texts, and Second Languages: The Interactive Processes." The Modern Language Journal 72 (1988): 123-149.

Swaffar, Janet, Katherine Arens & Heidi Byrnes. Reading for Meaning: An Integrated Approach to Language Learning. Englewood Cliffs, NJ: Prentice Hall Publishers, 1991.

Watkins, Beverly T. "Program at St. Olaf College Offers Students Incentives to Make Foreign Languages More Than a Requirement." The Chronicle of Higher Education, Nov. 28, 1990.

*Watt, Norman. "The Applied Foreign Language Component at St. Olaf College: an Update." The ADFL Bulletin (forthcoming).

Wesche, Marjorie. "Discipline-Based Approaches to Language Study: Research Issues and Outcomes." In Language and Content: Discipline-Based Approaches to Language Study. Krueger, Merle and Frank Ryan, eds. D.C.Heath, 1992.

APPENDIX D

FOREIGN LANGUAGES IN THE DISCIPLINES:
A PROGRAM OF CURRICULAR INTEGRATION

Initial Project Workshop

St. Olaf College
Old Main 11

Tuesday

Please read for Tuesday:

Perkins, Jean A. "The Value of Foreign Language Study." *ADFL Bulletin.*

Jurasek, Richard. "Practical Applications of Foreign Languages in the College Curriculum." *Modern Language Journal* 66 (Winter 1982): 368-72.

Jurasek, Richard. "Integrating Foreign Languages into the Curriculum." *Modern Language Journal* 72 (1988): 52-58.

Jurasek, Barbara S. and Richard T. "Building Multiple Proficiencies in New Curricular Contexts." In *Building Bridges and Making Connections*, June K. Phillips, Ed., Burlington, VT: Northeast Conference Reports, 1991, 90-121.

9:00 - 12:00 **Overview of the project**
Individual components of the project

1:30-3:30 **Principles for fostering integration of foreign language study and the study of other disciplines**
Meeting of individual faculty "pairs"

Wednesday

Please read for Tuesday:

Byrnes, Heidi. "Getting a Better Reading: Initiatives in Foreign Language Reading."In *Initiatives in Communicative Language Teaching II*, Sandra J. Savignon and Margie S. Berns, Eds., Addison-Wesley, 1987, 171-184.

Carrel, Patricia L. "Fostering Interactive Second Language Reading " In *Initiatives in Communicative Language Teaching II*, Sandra J. Savignon and Margie S. Berns, Eds., Addison-Wesley, 1987, 145-169.

9:00 -12:00 **The identification of appropriate texts: types of existing texts, problems posed by various text types**

1:30 - 3:30 **Selection criteria and preparation of texts for student use**

Thursday

9:00 - 12:00 **Classroom management with the Applied Foreign Language Component**

1:30 -3:30 **Project evaluation--a working session (Alice Thomas, Director of Educational Research)**

Friday, June 2

9:00 - 12:00 **Recapitualtion; Administrative details; Questions**

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*** *RESPONSE SUMMARY* ***

NEH/FIPSE Projects, Foreign Languages Across the Curriculum
Evaluation of Faculty Workshop, May 26-27, 1992

I. How satisfied or dissatisfied were you with each of the following aspects or components of the workshop? (1=Dissatisfaction, 5=Satisfaction)

a. The length of the workshop

1 2 3 **(2)** 4 **(5)** 5 **(7)**

b. The daily time schedule

1 2 3 4 **(5)** 5 **(9)**

c. The topics treated

1 2 3 **(1)** 4 **(4)** 5 **(9)**

d. The sequencing of topics

1 2 3 4 **(6)** 5 **(8)**

e. The amount of time devoted to individual topics

1 2 3 4 **(5)** 5 **(9)**

f. The format

1 2 3 **(1)** 4 **(3)** 5 **(10)**

g. The amount of time allotted to individual team or pair meetings

1 2 3 **(1)** 4 **(6)** 5 **(7)**

h. Overall, how helpful was the workshop?

1 2 3 **(1)** 4 **(5)** 5 **(8)**

II. Please complete the following:

a. The workshop fulfilled/did not fulfill my expectations because

- **important to hear other participants, share experiences**
- **not so productive as to applicable specifics**
- **accomplished what we set out to do**
- **good sharing of information**
- **allowed time to reflect on the semester**
- **all important topics covered**
- **I learned both problems and advantages of different approaches**
- **"veteran" reports were interesting and useful**
- **because I have not yet done a LAC course, the experiences of**

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others will be very useful in planning my own courses

- **brought to light common problems across classes and disciplines courses with language components have. It did make clearer to me the kinds of inherent difficulties such courses have, and elucidated some of the possible solutions**

b. The feature of the workshop with which I was most satisfied was

- **reports of what people have done in the past; discussion of how to use texts; Gwen's presentation of reading strategies**
- **Gwen's Wed. morning session: concise, useful information**
- **concrete examples from other courses**
- **the work with texts; class management; "hands-on" activities**
- **how to treat a discipline in a foreign language, particularly success/failure experiences with students**
- **sharing with colleagues**
- **meeting with those who taught my course with AFLC**
- **group presentations**
- **leadership and full participation**
- **listening for comparative purposes**
- **clearly the communication between participants in the program and their unique approaches**

c. The feature of the workshop with which I was least satisfied was

- **having gone through three workshops, I'm finding the procedure somewhat repititious**
- **there's a certain (unavoidable?) repitition in testimonials...**
- **there was none; however, my schedule did not allow time for some of the more informal aspects**
- **description of FIPSE**
- **lunch breaks too long**
- **less textual approaches to deciding what kinds of methods could be used**

Please make any suggestions you might have for improvements in future seminars of this sort.

- **could you notify participants *earlier* about the dates and times of workshops; one week prior is not enough. Overall well done!**
- **might help the new people to begin with a bit more general info.**
- **build on time for new people to brainstorm and work on their texts; coming so quickly upon the end of the semester, prep. time before the workshop was limited**
- **more exploration of how the language teacher could help bridge the linguistic and conceptual design of the course; find ways by which the foreign language sets parameters, helps control the objective of the total course**
- **it might be nice to have *all* past, current, and prospective participants to be present, at least for a short period. People who have repeated courses several times couls share their lengthier experience. Some less experienced may also benefit from a review**
- **it is a good idea to get together each year, but I'm not sure I learned much which I can apply to my own course**

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APPENDIX E

College of Arts and Sciences
Department of German

THE UNIVERSITY OF
ARIZONA
TUCSON ARIZONA

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LHELBIG@vms.ccit.arizona.edu

November 16, 1992

Professor Keith Anderson
German Department
St. Olaf College
Northfield, MN 55057-1098

Dear Keith:

Now that you are in your third year of implementing Applied Foreign Language Component (AFLC) courses at St. Olaf College, I was pleased to have another opportunity to review the status of the project. This letter is to serve as my final evaluative report on the project, based on my visit of October 20 and 21. The report is based on discussions with AFLC faculty, students, and program directors, as well as college administrators, and an examination of course lists, enrollment statistics, summaries of student and faculty survey questionnaires, and selected course syllabi, study guides, and reading lists for AFLC courses.

I counted a total of 22 different courses in disciplines such as history, religion, sociology, English, political science, economics, speech and theater, and Norwegian, which have been or are being developed and taught with an AFLC--some of them repeatedly--since spring 1992 to 163 students. Collaborating language faculty have come from French, German, Spanish, Russian, Norwegian, and Chinese. Thirty students have already been AFLC certified, meaning that they have taken a minimum of two of the AFLC courses in the same language. It attests to the popularity of the AFLC concept that some students have taken up to four different courses.

It is difficult to bring together under one hat everything that is happening at St. Olaf College in connection with the AFLC project. There are a minimum of three types of basic interdisciplinary course models:

1) Foreign language (FL) reading enriched courses, taught by one faculty member with disciplinary and extensive FL competence, enabling interested students to work with supplementary subject matter texts in a FL. The FL reading component is seen as enrichment experience and receives no separate grade or credit. 2) full immersion courses which offer faculty and students a joint experience in working in a specific content area in a FL. This "course" meets up to six hours a day and offers students credit for the equivalent of three courses. (Since my comments below will not

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distinguish between the various models, I should add here that immersion participants--both faculty and students--were unanimous in finding the immersion experience exhilarating, stimulating, challenging, highly beneficial and exhausting....)

3) The third model is the prevailing one: regular disciplinary content courses, which offer language qualified students replacement or supplementary readings and a weekly discussion session in the Fl. These courses are taught by teams of faculty, representing the content and the language areas. The additional language component is graded and offers .25 undergraduate credit. Two of these courses in the same Fl lead to AFLC certification on the students' transcripts.

Even within these three AFLC course types there seem to be as many different "sub-models" as there are teams of instructors. Some offer supplementary readings, some replace selected English with FL texts or with texts in translation, when available. Some Fl instructors require extensive, formally evaluated writing and/or oral assignments, while others base their evaluation on in-class participation. Some of the cooperating team members work together very closely in integrating discipline and Fl component. Others relate rather loosely, and the FL component seems to be more of a mini-course by itself.

Because of the complexity and differences in implementation, my comments will not distinguish between the three different course types, but will deal with the AFLC concept as a whole.

Successes/Strengths of the AFLC program

A particular strength of the St. Olaf approach is its flexibility. Since there is no rigid guideline, faculty teams can adapt their approach to suit the discipline in question, the particular course goals, the personality style(s) of the instructor(s), and the instructional materials available. (Please note under the section entitled "Challenges," that there might also be potential problems in this flexibility.)

Benefits to the Faculty

The biggest, and I should hope lasting, benefit of the AFLC project is probably in the area of faculty development. There is no question that the project has forged interdisciplinary links and lasting cooperation and collaboration between faculty from the participating disciplines. The faculty members interviewed were unanimous in agreeing that the interaction with colleagues from other fields was an enriching and invigorating experience. Not only did this interaction provide insights into different disciplinary approaches to common questions, it stimulated the use of non-traditional texts and pedagogical innovation and collaboration to make the courses, in the words of one faculty, a "truly liberal arts experience." It was of interest to me that the strongest praise seemed to come from faculty members outside foreign languages.

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Some faculty members also pointed to an increase in collegiality through this interdisciplinary contact and several expressed pleasure that since the inception of the project, foreign languages at St. Olaf could be heard even outside Old Main, where the language departments are housed.

Benefits to the Students

Students' survey questionnaires as well as their comments during the interviews indicated that they, too, profited considerably from an intellectual discussion that was framed by two disciplines. They considered the AFLC experience an excellent device for language maintenance and for vocabulary building, particularly in the area of specialized vocabulary for a specific discipline. While the students I talked to had had study abroad experience and did not admit to having major difficulties with the target language texts, they did mention that they had to work hard, and that some of their class mates with less language background had to struggle and found selected readings frustrational.

Students expressed unanimous pleasure at being able to practice their FL skills to "discuss something of substance" and work with authentic texts. In particular they appreciated the insights they gained in comparing translations.

Challenges Encountered

Faculty were unanimous in complaining about the time-consuming nature of the venture. Joint planning, text selection, text preparation, class and discussion-session participation (for both faculty members involved), all require a considerable time and energy commitment. The foreign language faculty seems to carry a particularly heavy load in the venture, since they prepare the Fl texts for pedagogical purposes and many of them attempt to sit in on the "main course" taught by their team member.

Faculty also agreed that dealing with the different levels of language fluency on the part of the students is among the greatest challenges in AFLC courses. Since there are no absolute measures of language proficiency in general and reading comprehension in particular, it will continue to be difficult to predict which students will be most likely to succeed in AFLC courses or which students will benefit most from the experience. Since reading comprehension is facilitated by disciplinary background knowledge, since text difficulty can be controlled--at least to some extent--by the pedagogical task required, and since student motivation controls the time a student is willing to commit to interacting with a text, all these interacting factors (i.e., prior language study, language learning motivation, disciplinary background knowledge, and pedagogical task requirement) all play a role in predicting a student's success.

Another continuing challenge will be in the area of text selection ("text" to be understood here in the broadest possible

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terms to include all media) and text preparation to up-date existing courses and develop new ones. The establishment of a central depository for instructional materials for AFLC courses (see Recommendations) could be of great assistance in this respect.

Additional problems encountered appear to be mostly of an administrative nature and will, no doubt, be solved in the near future. Both faculty and students, for instance, expressed frustration with the difficulty in scheduling the FL discussion sessions. Particularly in classes with a large AFLC enrollment, those sessions can only be scheduled before regular classes begin in the morning or after they end in the evening. By increasing the number of credit and contact time for the language component to 1/2 credit (see Recommendations), scheduling might become easier.

Occasionally, AFLC students are prevented from enrolling in a course because of enrollment limits. This can easily be taken care of by blocking a certain number of seats for which AFLC students have priority in registering.

Recommendations

There is no question that AFLC courses offer an educationally valuable experience--for students as well as faculty.

As mentioned above, I consider the flexibility in the St. Olaf approach to offering language experiences across the curriculum a major strength. It might, however, be useful for the future to establish some basic common guidelines for the courses (e.g., in the areas of entrance requirements, amount of language work and methods of evaluation), particularly if the AFLC certification on the students' transcripts is to have a meaning other than simply attesting to "seat-time" in a course.

Increased efforts need to be made to find approaches for integrating both the FL and English-only groups in order to share insights gained by Fl students. Future faculty development workshops might be devoted to generating ideas for such approaches.

It is my understanding that the foreign language requirement at St. Olaf will be increased from three to four semesters. For this fourth requirement course a special option track could be offered which emphasizes the development of the reading comprehension skill and which would help prepare students for applied FL experiences.

St. Olaf might want to experiment with differentiating the language background requirement for entrance into AFLC courses, depending on the language and subject matter of the course. While four semesters FL study or the equivalent would seem a minimally appropriate entrance requirement into AFLC courses for motivated students with a Romance or Germanic language background, I doubt

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that this preparation is adequate for students in Slavic or non-Indo-European languages. Unfortunately, because individuals acquire FLs at widely varying rates, and because the type of language learning experience offered can either enhance or inhibit proficiency, it is difficult to make hard and fast rules for placement. Placement into AFLC courses might benefit from personal advising, taking into account not only number of courses taken, but also such factors as travel/study abroad, family language background, contact with a particular language, and background knowledge in the content area.

A critical consideration for any institution considering AFLC courses is the number of students with interest/competence in the particular target language(s). St. Olaf College, while a relatively small institution, has a (again relatively) large number of students who avail themselves of travel and study abroad experiences. To possibly increase the pool of qualified students for AFLC component courses, these courses might best be limited to junior and senior level students. I particularly recommend an applied FL experience as a capstone experience for double-majors in FL and another discipline. Such capstone courses may well justify an increase in credit and contact time for the language component.

A final recommendation is to establish a central depository or data bank where the syllabi, textual and non-textual instructional materials developed or acquired at St. Olaf (as well as other institutions offering similar courses) would be collected and made available to interested faculty and institutions.

The Future of AFLC Courses at St. Olaf College

One important question at this stage of the project is whether the AFLC program can be sustained without outside funding. Despite faculty enthusiasm for the project, faculty members--with few exceptions--agreed that they would not be able to continue the time and energy commitment required by the AFLC courses without support either in terms of release time or extra remuneration. A flexible faculty incentive structure must be developed which will enable the continuity of the project.

Dean Jon Moline assured me of the administration's strong support of the program. While the exact structure for a reward or incentive system to continue the program has not yet been developed, he expressed his commitment that funds would be found to continue both existing AFLC courses and to extend the program by bringing in other faculty and disciplines through faculty development projects. I was particularly pleased by the Dean's expressed commitment to give preference in hiring to faculty members with a language background.

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Let me conclude by congratulating you and the AFLC faculty on your accomplishments in making foreign languages and cultures both an important field of inquiry within and a tool to enhance liberal arts education. I hope you will continue to share your experiences in professional publications and presentations to encourage other institutions to develop similar programs.

Cordially,

Renate

Renate A. Schulz
Professor

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March 16, 1989
TO: The Faculty
FROM: CEPC

ST. OLAF COLLEGE
Northfield, MN 55057

APPENDIX F
CEPC 89-10

At the April faculty meeting CEPC will propose the creation of a new designation: **Applied Foreign-Language Component (AFLC).**

The AFLC is an optional track within a particular course, allowing students with advanced foreign-language proficiency to read and discuss foreign-language texts both in English and in the original language, under the guidance of a discipline specialist and a foreign-language specialist.

INFORMATION: The College has recently received a grant of approximately $200,000 from the National Endowment for the Humanities for a project entitled "Foreign Languages in the Disciplines: A Model of Curricular Integration and Faculty Development." The grant has three components: (1) faculty development, (2) course modification, and (3) library acquisitions.

Through the collaboration of two instructors, one a discipline specialist and the other a foreign-language specialist, each of seven Level II or III humanities courses (already designated) will be modified to include an optional Applied Foreign-Language Component (AFLC). Prior to the first time each AFLC course is offered, the faculty pair will identify, study, and prepare foreign-language texts appropriate for inclusion in the course. The discipline specialist will teach the course; the foreign-language specialist will attend all class sessions and do all assigned reading. The foreign-language specialist will also be responsible for a weekly one-hour session conducted in the foreign language and required of all AFLC students in the course; the discipline specialist will participate in this discussion session.

To elect the AFLC in one of the seven designated courses, a student must have completed the fifth-semester course in the appropriate foreign language. All students enrolled in the AFLC course will complete a common core of readings (approximately 50% of the total reading required for the course) in English. Students who elect the AFLC will complete the remaining 50% of reading and related research in the designated foreign language; those who do not elect the AFLC will complete that remaining 50% of reading and related research in English. Written work for the course may be submitted in English or in the foreign language, depending on the proficiency of the student. In addition to the three hours of class per week required of all students enrolled in the course, those who elect the AFLC will discuss their reading and research each week in the special discussion session.

Upon completion of the AFLC in <u>two</u> courses, the achievement of "applied foreign-language competence" will be certified on the student's transcript.

LOGISTICS: The seven humanities courses being modified to include an optional AFLC will, in effect, contain two groups of students: those pursuing the English-only track and those electing the AFLC. All of the students will register for the course (1.0 credit). Those electing the AFLC will also register for the weekly discussion session, worth an additional .25 credit.

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In order to minimize confusion and registration errors, those responsible for departmental tallies at registration will be given special instructions on the handling of AFLC courses. On the first day of class, instructors of those courses will explain the AFLC and verify that all students interested in that option have also registered for the discussion session. Students will receive one grade for the course and a separate grade for the discussion session.

Students who elect the AFLC will be subject to the same drop/add deadlines as other students are, and to the same policies governing S/U grading. Like all other students, those electing the AFLC will be charged an additional tuition fee if their semester course load exceeds 4 1/2 credits.

Foreign-language teachers participating in the project will all have native or near-native proficiency in reading and speaking the foreign language. Discipline instructors will have superior-level competence in reading the foreign language and oral proficiency adequate for participation in the weekly discussion sessions.

LONG-TERM CONSIDERATIONS: The period of the NEH grant is two years. At the end of the two-year period a total of seven courses will have been adapted to include an optional AFLC. The College has committed itself to maintaining the program after the period of grant fund development. The AFLC courses will continue to be offered on a regular basis, and the library resources will be maintained and expanded. The development of additional courses featuring the AFLC will be supported in succeeding years by funds made available through the College's on-going faculty development program.

RATIONALE: Many American colleges and universities have allowed the study of foreign languages to become marginalized in the curriculm. Even at colleges that did not abandon their foreign-language requirements during the 1960's, foreign-language study tends to be viewed by both faculty and students as an exotic specialty having little connection with the central aims and activities of liberal-arts education.

At St. Olaf, where there is a strong commitment to global awareness and curricular integration, students and faculty alike need to understand the vital role that foreign language plays in the study of a discipline. In virtually every field, competence in foreign language is advantageous; in many fields, it is essential. This NEH project and a companion project recently submitted to the Fund for the Improvement of Post-Secondary Education (FIPSE) are designed to extend the concept of "writing across the curriculum" to the mastery of foreign language in the context of the humanities and of the natural and behavioral sciences.

The designers of the NEH and FIPSE projects hope to encourage students to undertake applied foreign-language study by providing them with both the means (AFLC courses) and the incentive (academic credit, certification on the transcript). The granting of a quarter-credit for participation in the weekly foreign-language discussion session recognizes that additional time and effort will be required of students who elect the AFLC.

APPENDIX G

Fall 1990 (Sem 1)
TTh 12:15-1:45, H318

Bruce Nordstrom (H409, x3137)
Leon Narvaez (CM22D, x3470)

SOCIOLOGY 36 (AFLC) --- MARRIAGE AND FAMILY

Purpose of the Course:

Nearly all of us grow up in some sort of family, and want to be part of one in the future. It is the crucible in which we learn to be members of society, and the place where we expect to find much if not most of our personal happiness.

This course is intended to help you understand the family as a social institution, using research findings and perspectives from the social sciences. It will give you a sense of the kind of questions sociologists ask about the family, and what some of the answers are which we've found. Issues we'll explore include ones like these: how have families in the U.S. changed over time--is the family falling apart, as some claim, or only changing? why is divorce so common? how are middle class families different from poor ones, Anglo families different from Hispanic *familias*, and American families different from ones in more traditional cultures? what are some of the benefits and difficulties of both more traditional family patterns and more contemporary "dual-career" families? what are the characteristics of a healthy family, and what are some of the causes and impacts of abuse in families? what effects do children have on their parents, and parents on their kids? does it really matter whether or not fathers are involved in their children's lives? how does the "social context" affect family life--what impact do economic conditions, government policies, and cultural beliefs have on how people are able to make their families work? why do families continue to be so important to most people?

This course should be useful to anyone considering a people-oriented career such as teaching, nursing or medicine, counseling or social work, the ministry or law. Individuals can rarely be fully understood or helped without some insight into the family systems of which they are a part.

The course will also be useful to those of you simply trying to understand your own families, both the ones you've come from and the ones you may be hoping to have in the future. In short, while this course will be organized around sociological research and issues, it should have a lot of personal lessons for each of us as well. There will be some more formal lectures, but many days when material is being presented there will also be a chance to learn from each other through discussion.

This course should, finally, not only help you understand families better, both your own and those of others in different circumstances than those you're familiar with, but also help you understand yourself. Who we are as people, how we think of ourselves, our understanding of ourselves as male and female, our understanding of what we can expect of others and of human relationships--all are profoundly shaped by our experiences with our families. As we come to understand the nature of family life better, we come

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to understand the people and social forces which have forged who we are as individuals as well. This can be very liberating--in the same sense that the term "liberal arts" is meant--because it not only gives us clues about how we've come to be who we are, but about who we might become.

Please let the instructors know if we can make this course a better experience for you in any way!

English and Spanish Tracks:

This term Sociology 36 is a somewhat experimental course, since it carries the possibility of Advanced Foreign Language Credit (AFLC). It will be possible for students to take either an English or a Spanish "track" throughout the class. Those of you in the Spanish track (about a quarter of the class) will do most of the same English-language readings as the English track students, but you will sometimes be doing substitute readings in Spanish (see class outline below). You will also be doing some of your written work in Spanish. Those of you in the English track will have a course which is very similar to the "usual" Sociology 36 class, except that your experience in the class should be enriched by the contributions the Spanish track students are able to make to class discussion (they may be doing some extra readings on Hispanic families, for example, which will add greater depth to some of the topics we'll be covering).

Spanish track students, in addition to doing some readings and writing assignments en español, will meet once each week with Prof. León Narváez to discuss their work in Spanish. The Spanish track will meet with León Thursday evenings (7:00-8:00) from September 13 through October 11 in Old Main 15, and then Thursday mornings (8:45-9:45) from October 18th through the end of the course (also in Old Main 15). Spanish track students will receive an extra 1/4 credit for the course, in recognition of their extra hour of class time and work in Spanish, graded separately by León.

Readings:

Skolnick and Skolnick, eds., Family in Transition (1989, 6th edition) $26

Arlie Hochschild, Second Shift: Working Parents and the Revolution at Home, Viking (1989). $18.95 hardback

Lillian Rubin, Worlds of Pain: Life in the Working Class Family, Basic Books (1977). $11.95 paper

David Finkelhor and Kersti Yllo, License to Rape: Sexual Abuse of Wives (1985). $8.95 paper

...Plus class handouts and articles in English and Spanish where indicated; note that there are special assignments listed for the Spanish track in the class outline below.

Course Requirements and Grades:

Exams: Midterm 20%
Final 25%

Papers: Interview/research papers on dual-career families, or Anglo/Hispanic families (English/Spanish) 30%
Family Tree and Personal Journal (keeping track of insights into your own family life when you were growing up, and the connections you are making between the course material and your own personal life 20%

Class outline and assignment schedule:

I. Historical and cross-cultural perspectives on family life

Th Sep 6 A. The variety of families in historical and cross-cultural perspective

1. hunting and gathering cultures and family life: the !Kung and Mbuti
Common reading: FIT #1 "The Origin of the Family"

2. families in tribal cultures: Pueblo and Sambia people
3. family life in peasant cultures: Iraq and Guatemala

B. Families in American history

Tu Sep 11 1. American family images: myths and realities
Common reading: FIT #2 "American Families in Transition: Historical Perspectives on Change"
"Images, Ideals, and Myths" (handout)

2. families in pre-industrial America

a. family life in early Anglo colonial America
Common reading: "Families of the Past and the Emergence of the Modern Family" (handout), pp. 22-41

Th Sep 13 b. Black families in slavery and freedom, and

c. Hispanic family life in the Southwest (northern "Old Mexico")
English track reading: "Racial Control and Family Life" (handout)
Spanish track reading: Martinez family, from Cinco Familias

Tu Sep 18 3. the industrial revolution and family life

a. the emergence of the urban middle class "modern family"
Common reading: "Families of the Past..." (handout), pp. 41-49
FIT #3 "Twentieth-Century Changes in Household Technology"
FIT #40 "The Family as a Haven in a Heartless World"

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[b. family life in utopian communities][1]

c. the family lives of European immigrants
English track reading: "Immigration and Family Life" (handout)

Th Sep 20 4. contemporary forces shaping American families today

a. the changing structure of the American economy

b. the impact of social movements (women's movement, etc.)

c. demographic and technological trends

1) marriage, children, divorce, aging
Common reading: FIT #5 "Death and the Family"
FIT #37 "The Family in an Aging Society"

2) the new immigrants and the changing demography of American society
Spanish track reading: Martinez family continued; immigration short stories (handout)

Tu Sep 25 d. cultural values and beliefs about individuality, family, and what makes life meaningful and fulfilling
Common reading: FIT #43 "The History of Love: Theories and Debates"
FIT #42 "Habits of the Heart: Love and Marriage"

DISCUSSION OF RESEARCH PAPER ASSIGNMENT

II. American families today

Th Sep 27 A. Family life and social inequalities in American society

1. Gender, work, and family

a. ways of thinking about gender: "natural" behavior or socially constructed? sex roles or stratification?
Common reading: FIT #14 "The Conflict Between and Within Genders: An Appraisal of Contemporary American Femininity and Masculinity"
video: "The Pinks and the Blues"

b. changes in the links between gender, work, and family roles
Common reading: FIT #11 "The Good-Provider Role: Its Rise and Fall"
English track reading: "Becoming and Being Husbands and Fathers: Work and Family Conflicts for Men" (handout)
Spanish track: reading on roles of Spanish husbands and economic factors

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[1] Topics in brackets [...] may not be included for lack of time.

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Tu Oct 2 2. social class and family life

a. social class: what is it, and why is it important?

b. upper middle class families

1) traditional family patterns and issues

a) power and decision-making
Common reading: FIT #12 "Why Men Resist"
FIT #16 "Gender Politics: Love and Power in the Private and Public Spheres"

b) the division of labor in family work
Common reading: FIT #13 "The Division of Labor in Contemporary Marriage"

c) "his" and "her" marriages

d) why men get married

Th Oct 4, Tu Oct 9 2) dual-career family patterns and issues
Common reading: The Second Shift
FIT #22 "More Equal Than Others: Women and Men in Dual-Career Marriages"

Th Oct 11 MIDTERM EXAM

Tu Oct 16, c. working class family life: problems of the working poor
Th Oct 18 Common reading: Worlds of Pain, chapters 1-7
"Many young families face '30s living standards" (handout)
English track: Worlds of Pain, chapters 8-10 also
Spanish track: Sanchez family reading

d. poor families and public policy
Common reading: FIT #25 "Mothers and Divorce: Downward Mobility"
FIT #33 "Single Mothers: A Review and Critique of Current Research"
FIT #36 "Poverty and Family Structure: The Widening Gap Between Evidence and Public Policy Issues"
"Migrant families" (handout)
"Explosive growth of sweatshops" (handout)

Tu Oct 23 FALL BREAK

Th Oct 25 JOURNALS DUE FOR FIRST READING (includes completed family tree)

3. race and family life
Common reading: FIT #35 "Racial and Cultural Variations Among American Families"

a. Black families: growing middle class but larger underclass

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English track reading: "Urban Industrial Transition and the Underclass" (handout)
"Picture of black family painted in false colors" (handout)

b. Hispanic families: traditions & change
Common reading: "Role Making among Married Mexican American Women: Issues of Class and Ethnicity" (handout)
Spanish track reading: Castro family reading

[c. Contemporary Native American (American Indian) families]

Tu Oct 30 4. sexual orientation: homosexuality and family life

a. gays and heterosexual families
b. gay couples, parents, and families
Common reading: FIT #39 "*Bowers v. Hardwick*: Do Homosexuals Have a Right to Privacy"?

B. Families over the life cycle

Th Nov 1 1. courtship, mate selection, sexuality and love

a. dating, courtship and mate selection: how do we choose whom to marry?
Common reading: FIT #9 "How to Figure Your Chances of Getting Married"
FIT #20 "American Couples"
"Courtship, Mate Selection, and Intimacy: Variations by Gender, Social Class, and Race" (handout)
"Being and Becoming Coupled: The Emergence of Female Subordination in Heterosexual Relationships" (handout)

b. love, romance, and relationships

Spanish track reading: youth and their relationships in Spain (handout) ✓

Tu Nov 6 c. sexuality and relationships
Common reading: "Sex Codes and Family Life among Poor Inner-City Youths" (handout)
"Intimate Relationships and the Creation of Sexuality" (handout)
FIT #17 "Sex in Transition, 1900-1980"
English track reading: FIT #18 "Exploring the Kingdom of AIDS"
Spanish track reading: AIDS today (handout) ✓

d. being single, heterosexual cohabitation
Common reading: FIT #19 "Cohabitation in the 1980's: Recent Changes in the United States"

2. parents and children

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Th Nov 8 a. changing demographic patterns
Common reading: FIT #41 "Here to Stay: Parents and Children"
FIT #8 "Mysterious Young Adults"

b. making decisions about children
Common reading: FIT #38 "Motherhood and Morality in America" [abortion]
FIT #30 "Reproductive Technology and Child Custody"
English track reading: FIT #28 "Pricing the Priceless Child: From Baby Farms to Black-Market Babies"
FIT #29 "The Stigma of Involuntary Childlessness"
Spanish track reading: changing values and conflict in Spain (handout) XX

Tu Nov 13 c. the impact of children on parents and their marriage
Common reading: FIT #31 "Transition to Parenthood"
Guest speakers!...parents talk about what it's like having kids...

Th Nov 15 d. the impact of parents on children

1) two parent families
Common reading: FIT #32 "Research on Fathering: Social Policy and an Emergent Perspective"
"The Effects of Social Class on Parental Values and Practices" (handout)
"Development of Androgyny: Parental Influences" (handout)

2) single-parent families
English track reading: "Single Parents and Their Children" (handout)
"Can Men 'Mother'? Life as a Single Father" (handout)
Spanish track reading: Domitila of Bolivia (handout) X

[e. grandparents, children, and grandchildren]
[Common reading: FIT #10 "The Modernization of Grandparenthood"]

Tu Nov 20 3. divorce and remarriage
Common reading: FIT #6 "The Trends: Marriage, Divorce, Remarriage"
FIT #7 "Current Trends in Marriage and Divorce Among American Women"
FIT #24 "The Transformation of Legal Marriage Through No-Fault Divorce"
FIT #26 "The Impact of Divorce on Children"
FIT #27 "The Remarriage Transition"
Spanish track reading: divorce, Spanish style (handout) XX

Th Nov 22 THANKSGIVING VACATION

Tu Nov 27 PAPERS DUE---discussion of research results in class

C. Family health and happiness: what makes families "work"?

Th Nov 29 1. unhappy, unhealthy, and "dysfunctional families
Tu Dec 4

a. signs and patterns of "dysfunctional" families

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b. healthy and unhealthy communication patterns
c. problems of dysfunctional families: forms of abuse
Common reading: FIT #4 "The Politics and History of Family Violence"
FIT #23 "The Marriage License as a Hitting License"
English track reading: License to Rape
Spanish track reading: License to Rape, chapters 1-7

d. personal recovery from growing up a dysfunctional family system
e. social policies and programs to reduce family abuse
Common reading: FIT #34 "The Medicalization and Legalization of Child Abuse"

Th Dec 6 JOURNALS DUE (last day of class)

2. what makes families "work"?

a. characteristics of happy, healthy families
Common reading: FIT #21 "Five Types of Marriage"
"Correlates of Marital Quality" (handout)

b. policy implications: what does it mean to be really "pro-family"?

III. The Future of Families in America

Sat Dec 15 FINAL EXAM (9:00-11:00)

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Narvaéz/Nordstrom
Sociology 36
FIPSE

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Beltrán, M.; Fernando, M. García; Pintor, R. López; Cabrero, G. Rodríguez; Thiebaut, C.; Toharia, J.J. Estudio sobre la familia española - Estudios. 1987.

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Fernández, Mario L.; Brebbia y Lapilover, Hugo Daniel. Ley de divorcio. Argot. 1981.

Iniesta, Santiago Borrajo. La ruptura matrimonial en España. Eudema. 1990.

Lewis, Oscar. Antropología de la pobreza-cinco familias. Fondo De Cultura Económica. 1985.
Los hombres españoles. Inner Serie Estudios 22. Instituto de la Mujer. 1988

Norwood, Robin. Las mujeres que aman demasiado. Javier Vergara. (Ed.) 1986.

Ragué, Mariá José. Proceso a la familia española. Gedisa. 1979.

Salustiano Del Campo, Manuel Navarro. Análisis sociológico de la familia española. Ed. Ariel, S.A. 1985.

Tamayo, José Miguel. El Conflicto matrimonial en los matrimonios latinos. Centro de Comunicación, Misioneros Oblatos de M.I. 1980.

Viezzer, Moema. 'Si me permiten hablar...'-testimonio de Domitila, una mujer de las minas de Bolivia. Siglo Veintiuno Editores. 1988.

FIPSE Course Master List, With AFLC Enrollments

St. Olaf FIPSE Courses: 1989-90

Spring 1990 (41)

Pol. Sci. 81	American Foreign Policy (Spanish)	10
Economics 98	Tutorial (Spanish)	3

St. Olaf FIPSE Courses: 1990-1991

Fall 1990 (27)

Economics 35	Ethical Management - German and American (German)	5
Sociology 36	Marriage and the Family (Spanish)	4
Economics 98	Tutorial (French)	1

Spring 1991 (28)

Pol. Sci. 81	American Foreign Policy (Spanish)	7

St. Olaf FIPSE Courses: 1991-1992

Fall 1991 (36) (Counting 3-course sequence only once.)

Economics 35	Ethical Management - German and American (German)	4
I.D. 66**	Community and Development: Spain and Latin America From 1492-1992 (three course sequence; Spanish)	19

January 1992 (2)

Sociology 58	1492-1992: Legacy of the Americas in Spain (Abroad; Spanish)	2

Spring 1992 (20)

I.D. 45**	Mathematics in German Science (German)	2
Sociology 37	Latin American Culture (Spanish)	2

St. Olaf FIPSE Courses: 1992-1993

Fall 1992 (22)

Economics 35 (235)	Ethical Management - German and American (German)	4
Sociology 37 (237)	Latin American Culture (Spanish)	4

NOTES	
**	Full immersion
(n)	New course numbers; St. Olaf has changed their course numbering system, effective Fall 1992

AFLC Student Course Evaluation
End of Course Instrument: Spanish
Fall 1991

Course Number and Title: I.D. 66 - Community and Development: Latin America and Spain from 1492 to 1992

1. On the average, approximately how many hours per week did it take you to complete the reading for the seminar?

	n	%
10-14 hours	9	47.4
15-19 hours	3	15.8
20-24 hours	5	26.3
25 hours or more	2	10.5
TOTAL	19	100.0

2. Which of the following statements best your assessment of the reading for the seminar?

	n	%
too much reading	11	57.9
amount about right	8	42.1
could have had more		
TOTAL	19	100.0

3. Which of the following statements best reflects your assessment of the level of difficulty of the texts?

	n	%
texts too difficult	4	21.1
texts about right	15	78.9
texts not challenging enough		
TOTAL	19	100.0

4. How useful were the weekly study guide comments and questions in your studies?

	n	%
extremely valuable	11	57.9
valuable	5	26.3
occasionally of value	2	10.5
not necessary		
TOTAL	19	100.0

5. How did the work load compare with what students normally do when taking three separate courses?

	n	%
more	6	31.6
about the same	13	68.4
less		
TOTAL	19	100.0

6. How would you evaluate the weekly integrative activities?

	n	%
excellent	4	21.1
very good	10	52.6
good	5	26.3
fair		
poor		
TOTAL	19	100.0

7. How would you evaluate the use of student team presentations followed by discussion?

	n	%
excellent	8	42.1
very good	10	52.6
good	1	5.3
fair		
poor		
TOTAL	19	100.0

8. How would you evaluate the visits of Spanish-speaking guest speakers?

	n	%
excellent	10	52.6
very good	6	31.6
good	2	10.5
fair	1	5.3
poor		
TOTAL	19	100.0

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9. How would you evaluate the process of preparing the analytic, interdisciplinary paper (preparation of an outline, preliminary bibliography, first draft, final draft)?

	n	%
excellent	9	47.4
very good	8	42.0
good	1	5.3
fair	1	5.3
poor		
TOTAL	19	100.0

10. Did the process (three disciplinary exams, a paper, student team presentations, and class participation) allow for sufficient focus on the individual disciplines while promoting interdisciplinary integration?

	n	%
yes	18	84.7
no	1	5.3
TOTAL	19	100.0

11. Did the weekly schedule (hours devoted to a particular discipline and other hours devoted to integrative activities) and the varying of the class structure allow for a good mix of work on individual disciplines whle encouraging interdiscplinary integration?

	n	%
yes	17	89.5
no	2	10.5
TOTAL	19	100.0

12. Please comment on the weekly class sessions devoted to the individual disciplines (political science, anthropology, and hispanic literature).

- political science - too much lecture; could have had better discussions; "little group and discuss" stuff got old really fast. anthropology - was done very well but again, it was the same format; variety necessary. literature - was great but I would have enjoyed reading better material
- I didn't like just talking about the reading; getting philosophical was more interesting - brainstorming for ideas and explanations was the best part
- political science - readings very difficult - didn't know enough background info to discuss the political and economic aspects
- political science - more explanations on less reading would be better; anthro - good discussions
- they were well organized for being an experimental seminar; lectures were difficult but got easier
- discussions were sometimes difficult; lectures were more straightforward
- pol. sci. - could have had more discussion, less of going over questions ans answers; hard to know what was important at exam time; anthro. - felt like we were always pushed for time to finish discussions; lit. - excellent; the most challenging reading
- all fine; more variety in scheduling would be nice; lit. on T-Th every time seems to make it look less important
- schedule became monotonous, i.e. meeting in the same room with the same itinerary most of the 2nd half
- pol. sci. - too many lectures and not enough discussion; anthro & lit - excellent
- some subjects overlapped more than they would have had to (between subject areas)
- often not enough time to dicuss readings, but that is perhaps to be expected
- a change of atmosphere would have always helped with the attitude of the students
- lit. - enthusiastic, knowledgable instructor and fascinating literature - always learning something new; anthro - good discussions - thought procoking; pol. sci. - good organization of information; discussions nice
- pol. sci. - stuck to the study guide nicely, but format got very dull; anthro. - read an awful lot but didn't touch on everything - got more from the lectures; lit. - really great, a big surprise - important issues raised

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13. What, if anything, would you have liked to have done that we did not do in class?

- didn't really "complete" our research; should have discussed our own ideas the last few days and pulled everything together
- occasional change of venue
- change of environment; we were always in Old Main 15
- should have done a unit on culture in Spain and Latin America to give further insight
- should have looked at subjects that had to do with modern day events
- moved faster to the current problems facing Latin America; Spain seemed in the background
- meet in different rooms so we don't feel like we are always going to the same old class every day
- should have met more in other places like the Spanish House
- discuss paper topics as a group (midway through the process); sharing work helps organize one's thoughts
- more open discussion on controversial issues; more skits; anything to break the routine
- a class outing (somewhere off campus--- Mpls?) to hear a Hispanic speaker or group; we are too removed from Hispanic culture here
- take a field trip; to the 'Cities—— Spanish-speaking school for kids, lectures, movies, etc.
- watch more movies, take some field trips, tie everything together at the end with one big discussion
- should have spend more time on comtemporary issues in Spain and Latin America
- the class was too large—— even though everyone had something to contribute, the size changed the way the class could be run.; I expected more of a seminar style; also should have studied some women writers
- would have liked to read some contemporary literature

14. How would you rate the seminar experience?

	n	%
excellent	7	36.9
very good	9	47.4
good	2	10.5
fair	1	5.3
poor		
TOTAL	19	100.0

15. In some ways this was a most unusual academic experience (four teachers present at almost all times, in class together nine hours per week, opportunities to participate in class discussions in various formats, etc.) How would you evaluate the unusual aspects of the experience?

- it was a challenge!
- class was too large
- having 4 profs was really neat and the informality was very special—— I feel like I am friends with all of them, able to comfortably call them by their first name, and just drop in at their offics to chat.
- similar to Paracollege seminars
- team teaching was excellent; provided real dynamics to the class; I liked the changes in scenery when they occurred
- thought the format was great, became very normal; I would like all of my classes to be this way
- great to mix disciplines
- the people got to know each other very well; professors were great references while we worked in groups
- the format stimulated creative, independent thinking
- professors asked each other questions, too; we all learned together, a very unique and nice feeling
- more student-teacher interaction was wonderful; better learning experience
- the class stagnated half way through because of a lack of variety
- there was always a professor available to answer questions; the cooperation between then was phenomenal! fantastic opportunity to see different perspectives from different disciplines, how they fit together; class became a comfortable community
- I feel like I shared so much with my classmates from this course—— we have studies together, complained together, and supported each other in our personal lives as well; this is what liberal arts should always be like; I just hope the professors survived!

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16. Did your foreign language skills improve as a result of your participation in the seminar? Please complete the following grid by checking the appropriate response.

	improved considerably	improved somewhat	did not change	deteriorated
a. vocabulary	(8)	(11)		
b. reading speed	(11)	(7)	(1)	
c. reading comprehension	(12)	(7)		
d. ability to understand spoken Spanish	(8)	(8)	(3)	
e. ability to discuss in Spanish	(8)	(8)	(3)	
f. ability to write in Spanish	(9)	(10)		

17. Assuming they had adequate foreign language competence, would you recommend the applied foreign language component of this seminar to other students? Why or why not?

- yes— the educational experience of a lifetime!
- maybe not— three class is too much
- yes— if the interest is there
- yes— but without having first studied abroad, it would be very difficult
- yes— if they are an Hispanic Studies/Spanish major
- yes— if they are willing to put the time into it
- yes— if they are serious about their Spanish
- yes— but only if they are prepared for it; difficult to deal with so much at once
- yes— many advantages that cannot be experiences anywhere else
- yes— but anyone interested must be "warned" of the difficulty and seriousness of the endeavor
- yes— they can become part of a community
- no— too much work and study in one general field (Spanish Studies); probably too many credits

18. Did the seminar meet the goals or expectations you had when you enrolled in it? Why or why not?

- didn't have any set goals, except to maintain my Spanish; surprised at the friendships I made
- yes— surpassed all expectations
- yes— learned the influence of Spanish history on Latin America
- yes— maintained my Spanish after returning from Spain; learned more than I expected; expected the class to be smaller
- yes— though I hadn't expected so much reading
- yes— we spoke Spanish, which is what I had wanted; it wasn't always as fun as I would have liked, but...
- yes— I feel I learned alot aboput "community"
- yes, but we should have ended by talking more about current situations and relations between Spain and Latin America; it is definitely a *level three* course, though— it annoyed me that it was designated level two!!!
- yes, but I did think my speaking ability would imrpove more
- I didn't know what to expect
- I was impressed with what we did

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19. Did the seminar provide opportunities for personal growth (intellectual development, values clarification, etc.)? Why or why not?

- yes; the many controversial issues challenged me to form my own opinions and values; no other course has challenged me to this this creatively
- yes, but the same old routine frustrated alot of us; I sometimes needed a break that I never could get
- yes—— the philosophical ideas led to good discussion, debate
- yes—— we talked about a lot of things that made me think and sort through my own ideas and opinions
- yes—— more discussion, though—— it's the most challenging aspect of the course
- yes—— it kept me interested in Hispanic Studies and development in Latin America
- yes—— different values from different people promoted good discussions
- yes—— it definitely helped my intellectual growth
- the discussions challenged us to think alot more and examine our own beliefs and values
- yes—— it provided alot of challenges
- yes—— issues also very relevant to my personal life; very interesting
- I feel I can relate separate ideas in a more logical manner
- yes, because we had to express and form values that we may not have thought of before
- good language development
- yes—— we were given the opportunity to pursue individual interests in both oral presentation and the informal discussions with professors and students
- yes—— it was humbling to be among so many high-level Spanish speakers!

20. Did you experience any difficulties at the beginning of the seminar in listening, reading, or speaking?

	n	%
yes	12	63.2
no	7	36.8
TOTAL	19	100.0

If your answer is yes, indicate on the following chart the areas in which you encountered difficulty and the amount of time it took before you felt comfortable.

I felt comfortable:	Listening	Reading	Speaking
- after a few weeks	(9)	(6)	(6)
- half way through the semester		(3)	(1)
- by the end of the term			
- sometimes I am still not comfortable		(4)	(3)

II. LANGUAGE SELF ASSESSMENT.

21. Think about your own ability to use Spanish at this point in time. How would you rate yourself in each of the following areas? Please complete the chart below.

	not at all	somewhat	fairly well	fluently
I understand Spanish			(10)	(9)
I read Spanish		(1)	(13)	(5)
I speak Spanish		(2)	(11)	(6)
I write Spanish		(4)	(11)	(4)
I am confident about my ability to use Spanish		(2)	(10)	(7)

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III. SECOND LANGUAGE USE QUESTIONNAIRE.

22. For each of the following situations, please indicate how often you use Spanish.

	No Opportunity Time	Never/ Hardly Ever	Sometimes	About Half Of The Time	Most Of The
Talking with the professor during Spanish classes.	1	2	3 (1)	4	5 (18)
At the university, between classes or at lunch.	1 (1)	2 (2)	(13)	4 (1)	5 (2)
At home, with family or friends.	1 (7)	2 (5)	3 (5)	4	5 (2)
Talking with Spanish-speaking people in the community.	1 (7)	2 (4)	3 (4)	4	5 (4)
While working at a part- or full-time job.	1 (7)	2 (3)	3 (4)	4 (2)	5 (2)

23. Please indicate how the amount you are using Spanish this year compares to the amount you used it last year in the following situations.

	More than	The same	Less than
While at work	(8)	(10)	
While in class	(16)	(2)	

24. Please estimate the amount of Spanish you intend to use in the next academic year compared to your present use.

	More than	The same	Less than
At work	(3)	(12)	(2)
At college	(4)	(3)	(12)
In social situations	(5)	(13)	(1)

25. Please indicate below any other activities in which you use Spanish (e.g., organizations, etc.) and the approximate time you spend in these activities each week.

- tutoring - 3 hours/week
- I use Spanish every day in my household and sometimes in work
- writing letters to Spanish friends, watching Spanish TV
- tutoring - 2 hours/week; Spanish Conversation Table
- Spanish House; Spanish music
- S.P.I.C.E. tutoring - 1 hour/week; ASC - 3 hours/week; church - 1/2hour/week
- with friends
- Spanish table
- personal correspondence

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Evaluation of NEH/FIPSE AFLC Courses: Foreign Language Faculty
May 1992

Number of Courses: 8 **Total students in the courses:** approx. 160
Number of AFLC students: approx. 80 **Average ratio, total students to AFLC:** 2:1

1. How did you first learn about the applied foreign language program?

	n	%
I worked on the original grant proposal	3	30.0
I was "recruited" by the program directors	6	60.0
From printed information	2	20.0
From oral announcement or word of mouth	2	20.0
Other	2	20.0

Other responses:
- previous experience in NEH and/or FIPSE programs (2)

2. What aspect(s) of the program convinced you to become a participant?

	n	%
The opportunity to work with a colleague from another discipline in an interdisciplinary context	9	90.0
The opportunity to help students apply their foreign language proficiency in another discipline	9	90.0
The opportunity to foster linkages with other areas of the curriculum	10	100.0
The opportunity to extend my own knowledge of the content discipline	9	90.0
Other	1	10.0

Other responses:
- teaching abroad

3. What have been the primary benefits from participation?

	n	%
The opportunity to work with a colleague from another discipline in an interdisciplinary context	7	70.0
The opportunity to work with students in an "applied" foreign language setting	8	80.0
The opportunity to foster linkages between my discipine and other areas of the curriculum	9	90.0
The opportunity to extend my own knowledge of the content discipline	8	80.0
Other	1	10.0

Other responses:
- teaching abroad

4. What have been the primary problems encountered with the AFLC aspect of the course?

	n	%
Difficulty in identifying appropriate foreign language texts	1	10.0
Inadequate time to prepare texts	1	10.0
Recruiting adequate numbers of students	6	60.0
Scheduling the AFLC discussion sessions	1	10.0
Integration of foreign language discussion with discipline course	2	20.0
Other		

Comments:

- students tended to compartmentalize their knowledge; we tried to provide bridges that would connect both courses
- course taught for 1 full credit rather than as .25 AFLC credit may have influenced enrollment; humanities students more difficult to teach than if science students had participated
- because we had no summer course development support, we prepared study questions "on the go"
- too much reading material on both areas—— especially in soc.—— which made it difficult for the students to find time to do the reading in Spanish. Students commented that their .25 credit was too little for the amount of reading as well as the tone of the discussions—— socio-anthropological approach
- we owrked assiduously at publicizing our course and at recruiting students; if we had not, there would have been insufficient numbers and the course would have been cancelled

5. Are the following rewards and incentives for faculty participation appropriate? If not, please comment.

	n	%
4-week summer grant for course development	8	80.0
Academic year course release for first AFLC course	7	70.0
Stipend for leading a repeat AFLC discussion session	8	80.0

Comments:

- #2 would not work for the Russian Dept.
- best incentive: the satisfaction of a unique teaching and learning experience!

6. In your opinion, how was the course as a whole affected by the addition of the AFLC?

- there were only 3 students out of 15 who participated in the AFLC so the impact on the course as such was not of a great significance, although it provided some additional perspective
- this course was taught totally in Spanish
- the facts of the matter are that to make the course really effective, both professors have to be involved actively presenting each period, for true authentic bicultural subject matter. In this regard, the 2nd and latter years of time and renumeration is insufficient. Ideally we could get an enrollment of about 25 and then be permitted to use the course for a full F.T.E. course for both professors
- The students became aware of the fact that the situations and processes discussed in/from their soc. material had become the center of interest and attention for artists, writers, as a way to bring them to the foreground, for universal awareness
- instructor designed syllabus with AFLC in mind
- this independent research course could not have been done without reading texts in the original lang.
- it augmented authenticity, resources, and breadth as well as depth
- it gave humanities students an alternative access to learning science; it gave a historical context to the origins of classical discoveries of science

7. **To the extent you were able to observe, how did the in-class performance of the AFLC students compare generally with that of the other students in the course?**

- linguistic performance higher than normal in written work (3 2-page papers); lower in spoken work because texts in science generally are highly structural and systematic, making spoken skills difficult to apply and develop
- they were more well-prepared, more seriously interested, and performed at a higher level
- better prepared; had a double exposure to much of the material
- active participation in class discussions, sometimes more than the Eng. speaking students
- were in most respects superior to the regular non-AFLC students in part because they were "better-read", i.e. had more background material but in part also because some of them had already lived in Germany and could offer more from their own experiences
- they felt they had more insight and generally were better informed

8. **What were the primary benefits of the weekly foreign language discussion sessions to the AFLC students?**

- an opportunity to go over the texts and write their interpretation of the texts
- language and analytic skills improved
- all session were held in Spanish
- very important vocabulary (jargon) building and basic difference in economic approach between the two systems
- broaden their point of view on situations (related to course) and their perception of the world
- extended disciplinary vocabulary; were encouraged to read difficult texts in the original language
- use of language actively; clarification of personal projects; synthetic possibilities; personal, individual attention
- language used for daily class meetins—— benefited for more target language exposure

9. **How would you describe your interaction with your disciplinary colleague**

a. In the disciplinary general class meetings?

- heavy in course preparation, expecially in text selection
- for the most part I observed and served as a resource
- felt welcome; contributed ideas occassionally
- intense and complete, informative, deep in context
- my colleague does a good job with organizing and conducting the discussions. I usually try to fit and adapt my counter-discussion by bouncing off the primary English-language readings and case studies
- all four members were active participants in all sessions
- excellent always
- during discussions I felt my opinion was welcomed and encouraged

b. In the AFLC discussion sessions?

- for the most part I taught; but here there was more give and take
- some limitation with colloquials and fluency; on the whole, excellent collaboration
- active, enlightening
- my colleague almost never attended; his language ability is not yet adequate to the task
- we both tried to create as much as we could as atmosphere of free discussion in the group

10. In the course of the semester, did you observe any changes in student attitude toward the use of foreign languages in work outside the foreign language departments?

- they felt more at ease working independently with original sources
- no
- increased student demand for AFLC sections for courses not currently in the program
- just the expressed wish on the part of most non-AFLC students to know German, or short of that, where they could get the information in English— in some cases from themselves, in other from their parents or friends
- students gained confidence in dealing with FC texts
- became convinced of the need for a support lab, which I also recommended but could not require

11. Has participation in the NEH/FIPSE applied foreign language program changed <u>your</u> perspective on the use of foreign languages by students across the curriculum?

- I see that the students are capable of this work and the method clearly makes sense. Why not maximize the effiency of the two activities at once?
- students nee tod use more texts in the original language
- have become a stronger believer in the approach
- it has contributed to establish a friendlier and more enriching contact with students majoring in other areas besides Spanish
- it would be nice if this type of course could become a general requirement; I think it is highly valuable.
- yes; I think additional courses can be taught in Spanish by colleagues in non-language departments in an "immersion" format; students can be encouraged to use foreign language resources in their research for other courses
- I feel it is an extremely valuable experience for our students; it can open "cultural doors" previously shut tight for them
- not really has undergradute language teaching always been an interdisciplinary activity that was based on the assumption that students are motivated by a variety of disciplinary interests

12. In retrospect, how do you now rate the appropriateness of the course for the AFLC?

	n	%
very appropriate	9	90.0
somewhat appropriate		
not appropriate	1	10.0
TOTAL	9	90.0

13. Did you observe any improvement in student foreign language skills during the semester? Please complete the following chart.

Skill improvement	much	some	little	none
Listening	1	9		
Reading	7	3		
Speaking	3	5	2	
Writing	4	5		1
Critical analysis of texts	6	4		
FL discussion skills	5	4	1	

13b. Is one hour a week enough time to permit any significant improvement in students' foreign language proficiency?

- in the full semester course, yes; in the interim, three weekly sessions— at least— are necessary
- it is sufficient, but as is always the case with foreign languages, the more hours we have the better are the results achieved
- no
- yes, depending on what sufficient means
- no, its not enough— at least 2 hours
- ideally it would be part of each class session but given current reality, it was pretty good
- no

14. What changes, if any, do you recommend for the AFLC program?

- offer more immersion seminars or paired courses
- we just need to continue to sell it— not at all that easy, I guess
- preparation time; .25 credit; hours for FL discussions
- extend to more courses; more faculty development support for faculty FL development
- full interdisciplinary

15. Are there other St. Olaf faculty (both foreign language faculty and non-foreign language faculty) you would recommend for the AFLC program?

- Dick Bodman
- H. Thorsheim, Psych.
- Rebecca Judge, Econ. (speaks Spanish); Mac Gimse, Art; science profs

16. What factors are critical to your continuing participation in the AFLC program after the grant period?

	n	%
Summer workshop	2	20.0
Summer grant for new course development	6	60.0
Overload stipend for participation in AFLC discussion session	6	60.0
Other	3	30.0

Other reseponses:

- release time after participation in a set number of courses (2)
- satisfaction of working with students

Evaluation of NEH/FIPSE AFLC Courses: Disciplinary Faculty
May 1992

Number of Courses: 8
Number of AFLC students: approx. 80
Total students in the courses: approx. 160
Average ratio, total students to AFLC: 2:1

1. How did you first learn about the applied foreign language program?

	n	%
I worked on the original grant proposal		
I was "recruited" by the program directors	7	100.0
From printed information		
From oral announcement or word of mouth	1	14.3
Other	1	14.3

Other responses:
- a simultaneous suggestion by James Dunlop and myself

2. What aspect(s) of the program convinced you to become a participant?

	n	%
The opportunity to enrich one of my courses by the addition of foreign language texts	6	85.7
The opportunity to work with a colleague from another discipline in an interdisciplinary context	6	85.7
The opportunity to improve my own foreign language proficiency	5	71.4
The opportunity to foster linkages between my discpiline and other areas of the curriculum	5	71.4
Other	1	14.3

Other responses:
- the opportunity to use such a component as a context of culture
- opportunity to offer a new course in a new area for me
- provide an opportunity for students to continue language study in a sociological context

3. What have been the primary benefits from participation?

	n	%
The opportunity to enrich one of my courses by the addition of foreign language texts	6	85.7
The opportunity to work with a colleague from another discipline in an interdisciplinary context	6	85.7
The opportunity to improve my own foreign language proficiency	6	85.7
The opportunity to foster linkages between my discpiline and other areas of the curriculum	5	71.4
Other	1	14.3

4. What have been the primary problems encountered with the AFLC aspect of the course?

	n	%
Difficulty in identifying appropriate foreign language texts	3	42.9
Recruiting adequate numbers of students	3	42.9
Scheduling the AFLC discussion sessions		
Classroom management and integration of foreign language and English language materials	2	28.6
Inadequate time to prepare course	3	42.9
Other	1	14.3

Comments:

- in the model folowed by my course, no additional credit is given; this did create some problem with leverage
- retention of students was a problem due to differences in student and faculty expectations; perhaps readings in both English and Spanish instead instead; heavier than normal work for .25 credit
- original texts often were difficult to get a hold of
- syllabus organization and text selection is very important and must be done with care
- this course was unique because it was an international program; thus, its problems were unique to being on the move; the language of the component was also the language of the country we were in
- no "natural" tie-in to Spanish; may not be so appropriate in retrospect; most texts also dealt with Hispanics outside of the U.S., whereas rest of course dealt with U.S.
- first time I had taught the course, which added to the integration difficulties
- very time consuming; no funding for course development

5. Are the following rewards and incentives for faculty participation appropriate? If not, please comment.

	n	%
4-week summer grant for course development	5	71.4
Academic year course release for first AFLC course	5	71.4
Stipend for leading a repeat AFLC discussion session	4	57.1

Comments:

- we would have been helped greatly by a period to develop the course—— particularly when considering the interdisciplinary nature of the course

6. How was the course as a whole affected by the addition of the AFLC?

- there was a mutual affinity—— the primary problem was with the non-Spanish speaking students; their understanding of their experiences
- very little
- both positively and negatively; positively, as students in the AFLC componenet commented on the addition to the oeverall matierial of the Spanish texts, which fit perfectly into the overall plan of the course; in performance, though, several students may have suffered
- total immersion course was crucial to the experience; it was very positive as a unique experience
- it affected my course plan, selection of materials expecially; the effect was positive
- almost not at all; one exception were the days students summarized their family interviews in class; the Spanish track readings on Mexican and Spanish families were usually hard to integrate into discussion of U.S. hispanic family life
- AFLC brought students closer together due to their common German experience which increased discussion
- positively—— they were the most active students

7. **How did the performance of the AFLC students compare generally with that of the other students in the course?**

- 2 were better than avg.; 1 was avg.; 1 was below avg.
- excellent; their performance was better in such ways as class participation, grasp of the material, etc.; written work was average
- superior
- excellent— performance was generally better
- as good or better
- it's difficult to make an accurate assessment due to the small class size; the AFLC students tended to be better students in general
- generally better

8. **What were the primary benefits of the weekly foreign language discussion sessions to the AFLC students?**

- better understanding of the texts, which were mostly the same as those other students were reading in English
- several; but primarily, a different focus on issues being discussed in class
- an extra opportunity to learn and discuss material; gained appreciation for theology in original language
- the benefits of being able to do program activities such as films, plays, etc. were better than the normals sessions
- probably the chance to continue work in Spanish, learn more about hispanic families outside the U.S.; probably did not help the understand the English language readings better
- improved their FL competency and especially their business vocabulary

9. **How would you describe your interaction with your foreign language colleague**

a. In the disciplinary general class meetings?

- interaction was 24 hours
- my colleague attended most classes and occassionally commented on German culture/history; I welcomed this
- a unique situation
- my colleague participated as one of the students, contributing to class discussion and raising points that the language component sessions raised
- minimal— he nearly always came and took notes but we rarely interacted directly
- interaction was cooperative; webuilt on each other's comments
- good— very congenial

b. In the AFLC discussion sessions?

- we worked well together; my colleague led most sessions, deferred to me for context questions; I was helped with my German and learned withthe students
- excellent— I participated as one of the students, not as an instructor
- I always came, but my Spanish is minimal (even compared to the students) and I only occasionally responded in Spanish to his questions
- I did not say much due to limited foreign language competency
- León ran the sessions while I sometimes provided background and ofter sat in on small groups

10. In the course of the semester, did you observe any changes in student attitude toward the use of foreign languages in your discipline?

- no; all were enthusiastic to begin
- those in the component were advanced Spanish students so they had the incentive to combine language and discipline; the difficulty was a difference of level— some students had a Spanish background, etc.
- became more comfortable, improved language usage
- not really
- yes, we did; we found the component enhanced the disciplinary component
- I don't think so
- no

11. Has participation in the NEH/FIPSE applied foreign language program changed <u>your</u> perspective on the use of foreign languages in your discipline?

- no; but use of foreign language has always been central to my discipline
- showed that it could be done successfully
- I have been convinced for some time of the value of the idea; I have come to appreciate the level of preparation which is required to make it work fully
- no— I have always advocated it
- probably more convinced it's helpful, for appropriate courses (regarding Latin America, for example)
- yes, I think it's an excellent idea

12. In retrospect, how do you now rate the appropriateness of the course for the AFLC?

	n	%
very appropriate	7	100.0
somewhat appropriate		
not appropriate		
TOTAL	7	100.0

13. What changes, if any, do you recommend for the AFLC program?

- the ID 66 course was very time consuming; need to find a way to create more time for the course
- perhaps more release time
- every course should include a course development grant, both to search for appropriate materials, and to prepare the integration of the discipline and language
- give some form of credit also for courses structured as mine [Rel 31] was

14. Are there other courses in your department that would be appropriate for the AFLC?

- yes, nearly all upper level theology and church history courses
- Central America
- Latin American Studies; Post-Soviet Studies
- yes, esp. upper leve coursews on well-defined topics
- course on American minorities
- David Schodt's Latin American course(s)

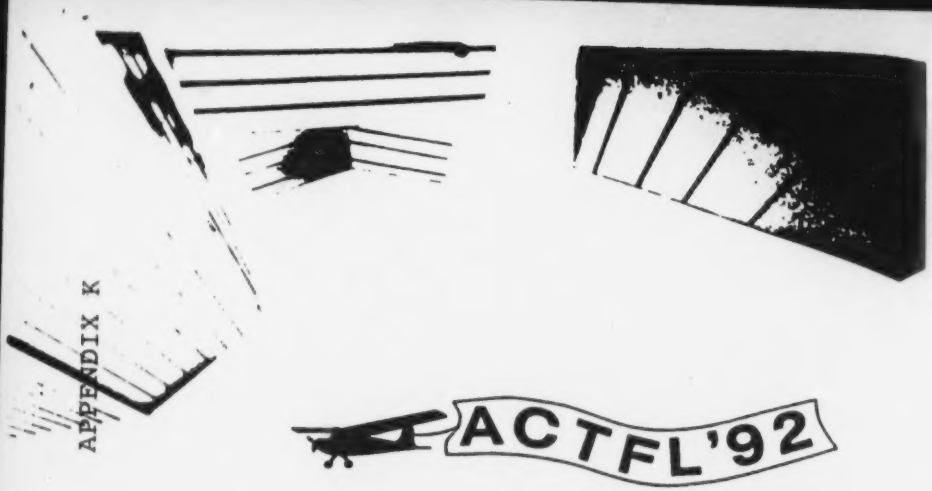
15. What factors are critical to your continuing participation in the AFLC program after the grant period?

	n	%
Summer workshop	3	42.9
Summer grant for new course development	5	71.4
Overload stipend for participation in AFLC discussion session	5	71.4
Other		

Other:

- availability of a language faculty— my Spanish is too minimal at this point to do it myself
- adequate enrollments

APPENDIX K



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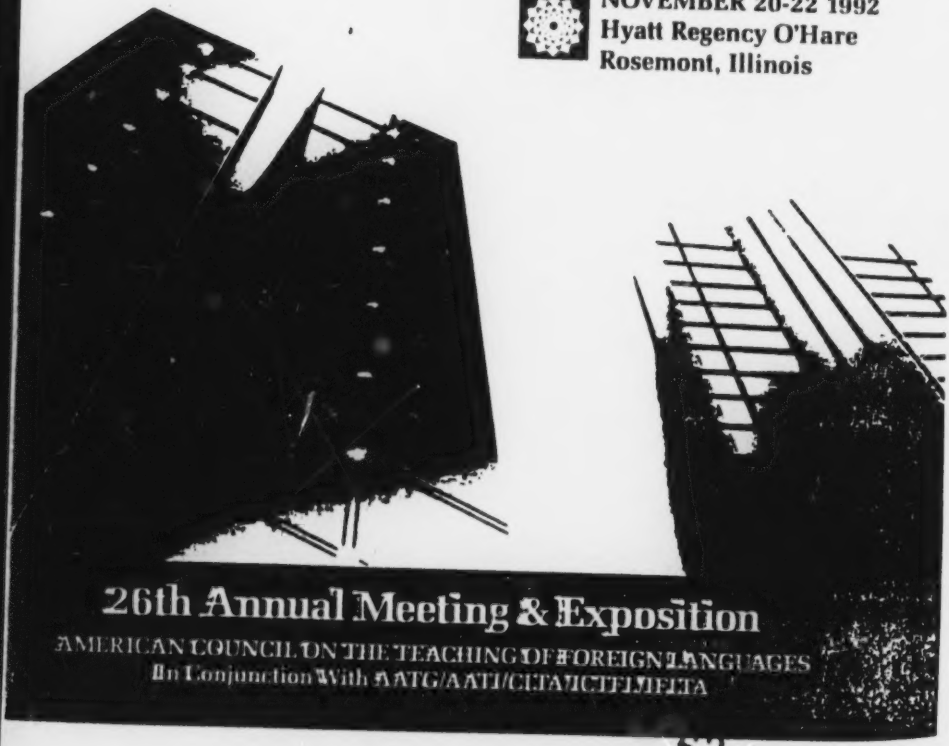

26th Annual Meeting & Exposition

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES
In Conjunction With AATG/AATI/CLTA/CTFL/MFLTA

Foreign Languages Across the Curriculum: The Applied Foreign Language Component

Wendy Allen,
Keith Anderson,
León Narváez
St. Olaf College

ABSTRACT *Foreign languages have long been isolated from the heart of the curriculum. A Foreign Languages Across the Curriculum program based on the concept of an Applied Foreign Language Component (AFLC) can help overcome this isolation. The AFLC is an optional track within a discipline course; students with advanced intermediate proficiency or above in a particular foreign language replace English-language course readings with foreign language texts and typically participate in a special weekly discussion session conducted in the target language. The AFLC and other approaches to integrating discipline content with advanced foreign language work are explored. Practical guidelines for implementing such programs, including forming faculty alliances, modifying courses, recruiting students, and expanding library holdings, are presented. This article describes projects established at St. Olaf College with the support of the National Endowment for the Humanities and the Fund for the Improvement of Post-Secondary Education.*

Curricular Isolation of Foreign Language Learning

Despite three decades of programs designed to promote widespread language learning in the United States, only a small fraction of students achieve functional language competence. Even in postsecondary institutions having a one- or two-year foreign language requirement, foreign language study still is often focused primarily on the formal aspects of the target language, and the practical proficiency developed is usually limited to that required for the most basic social needs. Students acquire an initial vocabulary which they then work to expand; they study the verb tense system of the language; they begin to put the various elements of the language together, first in sentences and then in paragraphs. But, by the time they are becoming ready to focus more on the use of a foreign language to acquire and process content knowledge, i.e., to employ the tool which they have so arduously mastered, the requirement is completed and they move on to other areas of the curriculum. Consequently, students experience a sense of intellectual fragmentation with respect to their foreign language learning experiences.

Our foreign language requirements rest on the premise that as students acquire foreign language competence they also acquire a broad awareness of foreign cultures and a deeper understanding of language as a human phenomenon. Yet, because of the typical discontinuity between language programs and the rest of the curriculum, students often tend to view the foreign language requirement as just one more obstacle they must surmount on the path to graduation. The study of languages is seen solely as the acquisition of language skills divorced from any meaningful connection to (the study of) other disciplines, such as history, philosophy,

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political science, sociology, and art history. Students generally remain unaware of how the knowledge of a second language can enhance understanding of subject matter in practically all fields of study.

Furthermore, if language *study* is divorced from the heart of the undergraduate enterprise, language *use* is even more isolated. On many campuses, foreign language is studied and used only in the foreign language building or at special foreign language department events. Students have little or no opportunity to observe faculty in the humanities, the sciences, and the fine arts using a language other than English to communicate with colleagues for purposes of research or casual exchange. By the same token, due to narrowly drawn divisional and departmental lines, these same students are prevented by the curriculum itself as well as by major and other requirements from bringing together their language study and their study of other disciplines.

Content-Based Instruction

One approach to increasing integration between language learning and disciplinary content which has rapidly gained attention nationally, particularly in the field of ESL (see Cantoni-Harvey, 2; and Crandall, 3), is content-based instruction (CBI). Leaver and Stryker (7) identify four features that characterize CBI: (1) the fundamental organization of the curriculum is derived from subject matter, rather than from forms, functions, or situations; (2) the core materials are selected primarily from those produced for native speakers of the language; (3) students use the foreign language to learn new information and to evaluate that information based on their emerging cross-cultural understanding; and (4) instruction is tailored to the cognitive and affective needs of students and to their proficiency level.

Brinton, Snow and Wesche (1) provide what is to date the most comprehensive attempt to define the parameters of CBI: "the traditional focus . . . on awareness of linguistic form is largely subordinated to a focus on acquiring information through the second language" (p. 5). They view interest in CBI as a coming together of the theory of second language acquisition specialists like Krashen (5; 6), on the one hand, and practical experience, on the other. As these authors express it:

> Classroom experience and second language acquisition theory both tell us that rich second language input in relevant contexts is the key, where the attention of the learner is focused mostly on the meaning rather than on the language. This experiential component appears to be a vital element in the development of functional second language skills, with contextualized analytical activities which focus explicitly on language forms, functions, and patterns playing a complementary role in the development of accuracy and precision in language use (1).

According to Brinton et al. (1), CBI normally involves the concurrent teaching/learning of subject matter and of language:

> The language curriculum is based directly on the academic needs of the students and generally follows the sequence determined by a particular subject matter in dealing with the language problems which students encounter. The focus for students is on acquiring information via the second language and, in the process, developing their academic language skills. Ultimately, the goal is to enable students to transfer these skills to other academic courses given in their second language.

CBI encompasses a wide range of curricular options, including the teaching of native language skills across the curriculum (e.g., language or writing across the curriculum programs), immersion programs (first begun in St. Lambert, Canada, in 1965 and currently experiencing a revival in U.S. elementary and middle schools), and language courses designed to prepare learners for specific, real-world demands. Although examples can be found as early as the 1920s, CBI did not play a significant role in college curricula until the 1980s. The

primary model was the "special purposes" elective course in areas such as business, health care, and technology. Another model described by Jurasek (4) was the "integrative" approach taken by Earlham College in an NEH-sponsored project which identified and prepared texts written in languages other than English for use in courses across the curriculum. To suggest that CBI is a unified "movement" is problematic; it is more accurately described as a bifurcated movement, with one branch focusing on language and the other on content.

Brinton et al. (1) in their *Content-Based Second Language Instruction* describe three models for CBI at the post-secondary level. In theme-based courses, often used in an ESL context, the language class is organized in terms of content "modules," and the language teacher teaches both the subject matter and language. (One of several Monterey Institute of International Studies CBI programs is based on this model.) In sheltered instruction, such as that offered at the University of Ottawa, a subject matter course is taught to a segregated class of second language learners by a content specialist, sometimes accompanied by supplementary language instruction and sometimes not. Finally, in adjunct instruction, such as that featured in the UCLA Freshman Summer Program, students are enrolled concurrently in a language course and a content course, which are "paired." While all three models seek to promote teaching language through content, they differ in the relative emphasis given to language and to content learning, in overall structure, and in the levels and situations for which they are appropriate. They represent points along a continuum:

[illegible] Theme-based Sheltered Adjunct [illegible]

(Brinton et al. [1], p. 23)

The two projects described below, while having some of the features associated with the adjunct model cited above, nevertheless differ to some extent from it and from CBI in general, in that their goal is not content-*based foreign language* instruction, but foreign language-*enriched content* instruction. Here we emphasize the concept of enrichment because, while our projects are multi-disciplinary in origin and development, and while, clearly, they foster student foreign language proficiency, their primary purpose is not so much to enhance foreign language acquisition as to enrich disciplinary study.

The St. Olaf Projects

St. Olaf College, a private, church-related liberal arts college located in Northfield, Minnesota, is attempting to address the problem of language/content integration via a two-year project funded by the National Endowment for the Humanities (NEH) and a three-year project supported by the Fund for the Improvement of Postsecondary Education (FIPSE). The St. Olaf programs have all four of the characteristics cited by Leaver and Stryker. They share features with the Earlham project, but go beyond it in terms of level and range of second-language use.

The St. Olaf projects have three objectives. The first objective is to identify a core group of faculty across the curriculum who have advanced foreign language proficiency and who are willing to incorporate foreign language texts into their courses. The second objective is to create appropriate foreign language materials for use in a group of specially adapted courses. The third objective, and perhaps our principal concern, is to encourage students to continue second-language study and use beyond the three-semester requirement by offering them the opportunity to combine advanced language work with disciplinary study, typically carried out in the context of institution-wide general education and distribution requirements, and/or requirements for a major.

The participating faculty members have all had significant international experience. Language faculty have demonstrated their commitment to language teaching and have been involved in teaching and doing research about the culture and history of their areas; non-foreign language discipline specialists have studied and conducted research in their language(s) of competence and have interest and expertise in cross-cultural analysis and inter-disciplinary work. Both groups are committed to integrating language study and disciplinary work in order to

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Essentials of Christian Theology (German)
Liberation Theology (Spanish; taught in Mexico during the January 1991 term)
Modern France (French)
Progress and Poverty in Modern Latin America (Spanish)

During the four-week period of summer work, faculty pairs discuss and shape the teaching methodology of the course in light of the introductory seminar discussions; identify, in collaboration with library resource consultants, materials for library purchase; select appropriate foreign language texts for course use; and, finally, prepare study guides, glossaries, and other course materials for students choosing the AFLC option.

Student recruitment. The student aspect of the project begins with student recruitment, which is undertaken twice a year (in April and November) by the project director and faculty teaching AFLC courses the following semester. Computerized records of students who have completed the fourth-semester course in French, German and Spanish—those eligible to enroll in AFLC courses—are maintained by the project director and updated each semester. In early November or April, all eligible students are sent a letter by the project director. The letter explains the AFLC program, provides information concerning the courses to be offered the following semester, and explains specific registration procedures. Interested students are encouraged to contact the project director and/or appropriate faculty for additional information. In addition to this formal mailing, faculty pairs visit third-semester and fourth-semester language classes to describe the course they will offer and respond to student questions. While student recruitment is labor-intensive and time-consuming for both project director and faculty, we believe that "the personal touch" is largely responsible for the success we have had in recruitment.

The AFLC course. Student participation in the program begins with their enrollment in one of the humanities courses featuring the Applied Foreign Language Component. All of the students enrolled in one of these courses complete a basic set of (English-language) readings. But those who elect the AFLC will do at least fifty percent of the total course reading and related research in the foreign language. (Those who do not elect the AFLC will complete this additional reading and research in English.) Written work for AFLC students may be submitted in English or in the foreign language, depending on the writing proficiency of the student. In addition to the three hours per week of class required of all students enrolled in the discipline course, those who elect the AFLC discuss their reading and research in weekly one-hour sessions conducted in the foreign language and led by the faculty member from the language department together with the course instructor. Students who elect to enroll in the AFLC section of these specially-designated humanities courses receive an additional one-quarter course credit for their participation in the required weekly foreign language discussion sessions.

Library resources. Another important component of the project is a coordinated program of library acquisition. A professional librarian with expertise in the humanities and in foreign languages works in close collaboration with the project director and faculty. These individuals determine the strengths and weaknesses of the college's current collections of books, journals, newspapers, government documents, maps, and video and film resources in various disciplines, written or produced in languages other than English, and identify additional foreign language resources appropriate for student use in the specially adapted humanities courses offering an AFLC.

The FIPSE Project: "Foreign Languages in the Natural & Behavioral Sciences"

This is a three-year project (September 1989 - August 1992) which extends the possibility for applied foreign language study to the natural and behavioral sciences, and to mathematics.

Project design. The FIPSE project contains many of the same features as the NEH program, but also offers several additional options for students to complete the AFLC. Students can earn Applied Foreign Language Component credit in a variety of ways, as indicated below:

1. *Partial foreign language immersion* (the NEH model).
2. *Directed readings.* Individuals or small groups of students work with disciplinary faculty members who have foreign language competence to complete directed study projects in a foreign language.
3. *A total immersion January term course.* During St. Olaf's January term, courses which normally are taught in English are taught in a foreign language by two faculty members, one from the sciences and the other from foreign languages. Courses may be taught on campus or abroad.
4. *A science course taken in a foreign language abroad.* Certain of St. Olaf's study abroad programs allow students to enroll in science or mathematics courses taught in the language of the host country.
5. *An internship in a foreign language community abroad.* This includes individually arranged internships as well as group experiences in which a St. Olaf faculty member accompanies a group of students who complete a one-month internship abroad during the January term.
6. *Partial immersion semester.* During certain semesters, two-course or three-course interdisciplinary seminars are offered in a given foreign language. The thematically integrated program of study constitutes half or three-quarters of the students' academic load for the semester.

FIPSE offerings to date include, in addition to five directed readings courses, the following team-taught disciplinary courses:

American Foreign Policy (Spanish)
Ethical Management: Germany and America (German)
Marriage and the Family (Spanish)

Library resources. Holdings of foreign language editions of books in the natural and behavioral sciences are quite limited in the typical undergraduate library. Thus, to support the AFLC courses, a coordinated program of library acquisitions is being carried out. The work is directed by a professional librarian with expertise in the sciences and in foreign languages, working in close collaboration with the faculty participants.

Projected Outcomes

These projects will determine whether or not, at a four-year undergraduate liberal arts college, significant numbers of students who are non-foreign language majors will elect to continue foreign language study beyond the graduation requirement when given the possibility of extending use of their foreign language to general education requirements and/or their major fields of study. The several options for content learning in a foreign language will be evaluated and compared with respect to their contributions to subject matter mastery and to enhancement of students' foreign language abilities.

The projects also seek to build a cadre of disciplinary faculty members who will become mentors and role models for students who wish to apply their foreign language study to their non-language majors. This is accomplished both through support of existing faculty who are reactivating and enhancing foreign language competencies, as well as by making command of a second language a factor in the recruitment of new faculty.

The identification, acquisition and development of appropriate learning resource materials for content learning in foreign languages is a further goal of the project. This includes primarily library materials, but also other media such as films and videotapes.

The long-term "global" outcome which both projects hope to achieve is a gradual erosion of the traditional separation between foreign language study and the study of other disciplines in the minds of both faculty and students. The projects do not propose to make chemists into German teachers or French teachers into historians. Rather, the two projects seek to open a dialogue and develop the basis for interdisciplinary cooperation, a process which will yield enhanced relevance for foreign language study and add a new and exciting dimension to many students' work in a range of disciplines.

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...aden and deepen students' understanding of ...articular disciplines.

...ritical to the success of our projects is the in...olvement and support of non-foreign language ...culty, for it is obvious that student attitudes ...nd behavior will not change unless faculty ...embers demonstrate their commitment to ...hanging the status quo. In a curricular context, ...is means faculty working to overcome the ...erceived low status of second language study ...nd the typical absence of connection between ...sciplinary study and second language study. In ...student context, faculty must encourage stu...ent advisees and other students with whom ...ey have contact to do more than simply "get ...rough" the second language requirement as ...uickly as possible. Also, students need to see ...on-foreign language faculty in their major ...epartments as positive role models with respect ...second language proficiency and use. Thus a ...ajor thrust of both projects is faculty develop...ent, for which grant funds provide released ...me, overload stipends, and summer salaries for ...ourse preparation and improvement of second ...nguage skills.

Students, too, in order to participate in an ap...lied language program, must first attain suffi...ent mastery of the language through formal ...nguage instruction or as a result of extended ...sidence or study in a non-English-speaking en...onment, whether in the U.S. or abroad. Suc...ssful completion of the fourth-semester ...nguage course—one beyond the current ...quirement—or demonstration of equivalent ...oficiency is therefore required for participation ...the program. (Based on surveys of student ...rollments in fourth- and fifth-semester lan...age courses, it was decided to focus the initial ...ge of these programs on French, German, and ...panish, each of which had a potential student ...rticipant pool of approximately 100 to 175.)

Simply offering the opportunity to develop ...d apply advanced language skills, however, is ...t enough to ensure student participation. ...udents also want academic recognition for ...eir work. Consequently, in order to encourage ...udents to enroll in applied foreign language ...urses, St. Olaf has created two special ...rtifications:

a. The "Applied Foreign Language Component (AFLC)," parallel to the already-existing "Advanced Writing Component," is indicated on student transcripts. In order to receive this certification, students must complete the prerequisite courses in a particular foreign language (or demonstrate equivalent proficiency) as well as apply and extend their foreign language competence in two AFLC courses.

b. Students who wish to combine the study of a foreign language with the study of the history and culture of the respective language community in a program carried out in that language may receive (in addition to the AFLC) a "Foreign Area Concentration," which also is indicated on the transcript. These concentrations require five semesters' study of the same language plus successful completion of four courses which address the history and culture of the particular area. At least two of these courses must offer the AFLC.

Although the two projects have certain elements in common, they nevertheless differ in significant ways. They are, therefore, described individually below.

The NEH Project: "Foreign Languages in the Disciplines"

Purpose. The NEH project seeks, first, to bring together a core group of faculty, representing the range of the humanities to study and discuss, in a structured seminar setting, the central role of language in the humanities and its implications for the undergraduate liberal arts curriculum. A second goal is the integration into courses taught by these faculty of significant foreign-language texts in order to promote among students a greater understanding of the relationship between language and the humanities, a broader and deeper understanding of foreign cultures, and a greater mastery of foreign languages.

"Foreign Languages in the Disciplines" is designed to demonstrate to students that the achievement of foreign language competence is an integral part of a liberal arts education and that their understanding of the humanities will deepen as their mastery of the language increases. Extending the use of foreign language materials to courses beyond those offered by

foreign language departments gives students access to important texts not normally studied in language classrooms and often unavailable in English.

More importantly, students learn how, in diverse disciplines, language itself influences the shape as well as the content of the discipline. In a German history course, for example, students who read in the original language some of Wilhelm von Humboldt's writings on education learn that *Kultur und Bildung* carry implications much deeper than the English translation of "culture and education" would suggest. Reading these texts in the original leads students to explore the meaning of culture and its emergence in Europe in the eighteenth and nineteenth centuries as an autonomous category with ethical connotations. The class then examines the enormous importance in German society of the *Bildungsbürgertum*—another term whose meaning is partly lost when translated into English as the "educated middle class."

The students who elect to apply their foreign language proficiency in a particular humanities course are not the only beneficiaries of this decision. The entire class gains from the deeper level of discussion and the increased attention to meaning made possible by allowing at least part of the class to work directly with non-English texts in their untranslated original form. Gradually, the conventional wisdom of students is changing. Students who read particular texts in their original language are seen by their teachers as well as their peers to have attained far greater depth than those who have had to rely on English translations or instructor summaries. In time, it will become part of the "student culture" that it is both advantageous and interesting to do more than simply "satisfy" the foreign language requirement. Students will come to recognize the compromises, judgment calls, distortions, and sheer blunders involved in translation, and this recognition will make their reading of even the daily newspaper more sophisticated and thoughtful.

Student language competencies also are enhanced as students read, analyze, interpret, and discuss foreign language materials pertinent to a particular discipline. Students who have limited their language study to the requirement are encouraged to continue further by the opportunity to apply their foreign language proficiency to the subjects of interest to them, albeit subjects rarely included within the curriculum of most foreign language departments.

Project design. The NEH project is a two-year effort (June 1989-June 1991) centered on faculty development, course adaptation, student recruitment, library acquisition, and program evaluation. The core group of fourteen faculty members (seven pairs, each pair composed of a foreign language specialist and a humanities specialist) modify seven already-existing humanities courses to include foreign language texts. In these courses, which are designated as having an "Applied Foreign Language Component" (AFLC), students who enroll in the AFLC "track" of the course may elect to complete approximately half of the course readings and other assignments in a particular foreign language. The AFLC students, in addition to the regular class meetings, meet in weekly discussion sessions conducted in the foreign language, which are led by a faculty pair consisting of the foreign language teacher and the course instructor.

Faculty development and course adaptation. The core group of faculty participates in an ongoing program of faculty development. First, these faculty meet in a week-long introductory seminar in which they explore the relationship between foreign language study and the study of other humanities disciplines, and the curricular and pedagogical implications of integrating foreign language texts into traditional humanities courses. After the seminar, faculty pairs devote four weeks to modifying courses in history, literature, philosophy and religion, so as to include an Applied Foreign Language Component (AFLC). Three courses were modified the first year of the project, and four additional ones the second year. These courses, together with the language of their AFLC, are as follows:

Backgrounds to British and American Literature (Spanish)
Modern Germany (German)
The Christian Tradition in History (French)

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Project evaluation. It is too early in these two projects to assess with any degree of certainty their ultimate impact on faculty and student attitudes toward foreign languages and toward proficiency in them, or to project their impact on curricular structures. The extent to which they will help break down the traditional curricular isolation of foreign languages is impossible to predict, as is the success they will have in encouraging students to continue their study and use of a second language after completion of the requirement. Nevertheless, certain aspects of the grant initiatives are now complete. As of this writing, two initial workshops have been held, and nine team-taught courses with an AFLC, plus five directed readings courses, have been offered. Based on analysis of the results to date, we offer certain preliminary conclusions.

First, the June 1989 and June 1990 faculty workshops offered a structured setting in which colleagues from across the curriculum had the opportunity to discuss an issue which is at the heart of our work as teachers and scholars in a liberal arts institution, namely, the role of language in the liberal arts and sciences. The one-week seminars revealed that non-foreign language specialists are inclined to underestimate the amount of text preparation and accompanying activities necessary for students to engage fully a given text. Language faculty experienced the challenge confronting their disciplinary counterparts of structuring and adapting courses covering large quantities of material, virtually all of which is normally viewed as essential. The seminars provided opportunities for participants to discuss pedagogical concerns such as the merits of lecture, full-class discussion, and small-group work, as well as possible balances among the three. The opportunity to discuss pedagogical issues—and to do so in a multi-disciplinary context—was highly valued by seminar participants.

In evaluations completed by faculty at the end of the seminar, there was unanimous assent for the value of forums such as these. Faculty reported that their participation in the seminar—in particular the opportunity to share ideas about the integration of methodology, topics and texts, and to discover additional sources of information—would influence not simply their AFLC course, but all of their teaching. This suggests that the ultimate impact of the two projects will go well beyond the creation of materials to be used in a relatively limited number of courses in the humanities and sciences.

In terms of the faculty as a whole, the AFLC program has generated more discussion about foreign language competence and use than has occurred on the campus for many years. The fact that many faculty—and not simply language faculty—are talking about languages and the degree to which they are currently used on campus by both faculty and students is a positive development. In the fall of 1990, over a dozen non-foreign language faculty were enrolled in language courses, with the intent of using their language in a variety of contexts including, in some cases, the AFLC program. These developments constitute progress toward one of the major goals of the applied foreign language projects, namely, extending foreign language study and use across the campus.

As for student response, the goal of averaging seven to ten students per AFLC course has been met. All indications are that this enrollment pattern will continue. For example, nineteen students are enrolled for a three-course interdisciplinary immersion seminar offered in the fall of 1991 under the auspices of the FIPSE grant.

Student evaluations confirm students' recognition of the value of the program. They particularly appreciated the opportunity to discuss ideas and issues of substance made possible by the weekly AFLC discussion session. As one student wrote, "I had an additional hour per week to concentrate on thinking and speaking about the material." This opportunity enabled a number of students to contribute in a substantive way to full-class discussions involving both AFLC students and students enrolled in the English-language track. AFLC students were able to contribute insights they might not have had in the absence of the weekly foreign language discussion sessions.

Students reported they had been able to maintain their language skills and to apply them to

new material. As one observed, "I enjoyed being able to apply my language to another discipline, and it was good to be able to read first-hand many primary documents." Many students cited their expanded and improved second-language vocabulary and a perceived strengthening in their reading comprehension. Most recognized that participation in the AFLC track of the course helped them focus on what was critical to the course and, in general, aided their preparation for and participation in the regular class sessions. As students stated, "Often in the AFLC we discussed more elaborately topics that were pertinent to the [regular disciplinary] course" and "I gained more insight into the readings."

The majority of students conveyed either verbally or in writing appreciation for the ability to work directly with materials written in a second language. The responses of students enrolled in the German AFLC section of a history course on Modern Germany were typical: "Some things, some words, are not easily translated and by reading [the text] in German, I could better understand what was being conveyed," and "Reading about the average German's life in German gave it a meaning that would have been lost in translation." Certainly the student support for this experiment has been more than sufficient to justify its institutionalization.

St. Olaf's Applied Foreign Language Component program and similar programs at other colleges and universities in the U.S. and Canada have received considerable attention within the foreign-language teaching profession and beyond (Moline, 8; Straight, 9; Watkins, 10). These programs provide multiple ways of encouraging second-language use across the curriculum and thereby help to overcome the curricular isolation of second languages to which we referred earlier. We envision a future in which the academic use of languages is seen as an integral part of the undergraduate curriculum of most colleges and universities—and we and others are beginning to make that vision a reality.

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— Chapter 6

The Applied Foreign Language Component in the Humanities and the Sciences

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INTRODUCTION

Despite the widespread approval of efforts to "internationalize" the curriculum, "real foreign language use" beyond the foreign language department remains minimal. The program in languages across the curriculum at St. Olaf College represents the attempt of a faculty at an undergraduate liberal arts college to change the way both students and faculty regard the study of foreign languages. Any attempt to change long-established attitudes and practice inevitably faces powerful obstacles and requires changes in institutional and personal priorities. This article identifies some of these obstacles and suggests ways of surmounting them.

FOREIGN LANGUAGES IN THE AMERICAN UNDERGRADUATE CURRICULUM

Central to the place of foreign languages in the curriculum historically has been the foreign language graduation requirement. The requirement is designed to achieve two primary goals. First, students gain an appreciation for the role played by language (and particularly their native language) in determining their understanding of the world in which they live. Second, with at least an intermediate level of proficiency, they will put their foreign language to use when the need or opportunity arises. Although many foreign language professionals accept this reasoning, foreign language graduation requirements have generally not brought about the intended results.

Given the circumstances under which languages are taught in the United States (too little study undertaken too late), it is no wonder that many Americans retain little of the language they studied in high school or college. To be sure, most foreign language professionals can cite examples of students whose lives and careers have been changed by their mastery of a second language. However, we have to admit that for the vast majority of college graduates the work done in the foreign language class has not led to meeting either of the two basic objectives and has been marked at times by student frustration and subsequent feelings of inadequacy and inferiority. The majority of undergraduates consider the requirement as having little or nothing to do with their real reason for pursuing post-secondary education; for them, it is merely an obstacle to be overcome on the way to the diploma. It is not surprising then that faculty advisors, who often share this thinking, routinely advise students to "get their foreign language requirement out of the way" as soon as possible.

MOVING BEYOND THE FOREIGN LANGUAGE REQUIREMENT SYNDROME: THE CASE FOR AN INTEGRATED APPROACH

Overcoming the prevalent curricular isolation of foreign language study and use on the college campus requires innovative measures to integrate disciplinary study and foreign language learning, and a convincing demonstration that integration will bring about greater depth of disciplinary understanding as well as maintain and improve foreign language skills. The most widespread approach to infusing material from other disciplines into language learning has been content-based instruction (CBI), particularly in the field of English as a Second Language (Cantoni-Harvey 1987; Crandall 1987; Brinton, Snow, and Wesche 1989). Leaver and Stryker (1989) have identified four features that characterize content-based foreign language courses:

1. The fundamental organization of the curriculum is derived from subject matter, rather than from forms, functions, or situations.
2. The core materials are selected primarily from those produced for native speakers of the language.
3. Students use the foreign language to learn new information and to evaluate that information based on their emerging cross-cultural understanding.
4. Instruction is tailored to the cognitive and affective needs of students and to their proficiency level.

CBI embraces a range of different types of courses and programs such as topic-based first- and second-year language courses, and college-level "language for

special purposes" courses. Although there are important exceptions, most of these courses are seen primarily as an extension of the foreign language program and rarely enter the mainstream of the instructional program of non-foreign language disciplines.

It is now time to move the use of foreign languages into appropriate courses across the college curriculum. As is widely recognized, the teaching of advanced skills in English composition has been successfully moved beyond the confines of English departments into the curriculum at large. Writing across the curriculum needs to be joined by foreign language across the curriculum. Just as many colleges now have a graduation requirement in advanced writing, undergraduate institutions should consider moving beyond the traditional foreign language requirement by expecting students to demonstrate a target level of foreign language proficiency and to apply that proficiency in non-foreign language courses.

The languages across the curriculum program at St. Olaf College is based on the premise that by offering students realistic and rewarding opportunities to use their foreign language in non-foreign language courses across the curriculum, we can overcome the "requirement syndrome" cited above. The requirement is no longer an endpoint; it provides tools and skills which students can then apply to a variety of disciplines. But typically, the one to three semester requirement is still not enough to permit use of the language in academic discourse; some additional work in the language is required. Therefore, to participate in applied foreign language work, students at St. Olaf must have completed at least a fourth-semester course in the foreign language. In this respect, our program is different from many "special purpose" language programs, which often initiate content-specific language instruction at a lower level.

OPTIONS FOR FOREIGN LANGUAGES ACROSS THE CURRICULUM

Moving from content-based foreign language instruction to foreign language-enhanced disciplinary study involves more than an academic labeling exercise. As foreign language use moves beyond the foreign language department and into a variety of departments, it requires new curricular structures, new types of interdisciplinary faculty relationships and collaboration, and an academic climate supportive of foreign language use throughout the curriculum.

The critical mass of faculty and students required to initiate a languages across the curriculum program is not large. Initially, participants may be as few as two or three faculty and four or five students. Clearly, few colleges or universities have the resources required to institute an advanced-level applied foreign language requirement for all students. In most cases, the program will have to be elective. For a college or university in which there is sufficient interest to initiate a program, there exists a wide range of options or models for applied foreign language study. Various models, reflecting differing foreign language experiences include:

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1. *A full foreign language immersion course.* A non-foreign language course is taught in a language other than English by a bilingual discipline specialist, or is team-taught by a non-foreign language faculty with high intermediate-level language skills and a foreign language instructor. To intensify the experience further, sets of two, three, or four interrelated immersion courses can be offered in a given term.
2. *An internship in a foreign language community abroad.* The internship may be individually arranged or involve a faculty member to accompany a group of students who complete internships abroad. The latter may be particularly attractive for colleges with January terms.
3. *A partial foreign language immersion course.* Within an existing non-foreign language course taught in English, students are given the option of completing approximately one-half of the course readings in a given foreign language. These readings are selected and prepared by the course instructor and a foreign language colleague. The readings are read in lieu of other texts with similar content, which are read by the students who are not in the second language track. Students who elect this option meet for an additional hour of discussion each week conducted in the target language, with both instructors present. Students receive an additional credit hour for participation. (This is the primary model used in the St. Olaf program.)
4. *Directed readings.* Individuals or small groups of students work with non-foreign language faculty who have foreign language competence to complete directed study projects in a foreign language.
5. *A foreign language readings enriched course.* Non-foreign language faculty with reading knowledge of a particular foreign language provide interested students in an existing course with a limited list of supplemental readings in a foreign language. Students use foreign language sources in writing research papers. The instructor may or may not meet periodically with students who elect to complete the "enriched" reading list. No additional course credit is given. (This model is similar to the one introduced in the late 1970s at Earlham College; see Jurasek 1988 and 1991.)

The preceding list of models is by no means exhaustive. However, it does ›resent options identified at St. Olaf College over the past two years in two lerally-funded projects: "Foreign Languages in the Disciplines," funded by the tional Endowment for the Humanities from June 1989 through May 1991 and ›reign Languages in the Natural and Behavioral Sciences," supported by the nd for the Improvement of Post-Secondary Education from September 1989 ough August 1992. Both of these programs were limited to work in French, rman, and Spanish. A second NEH grant, "Foreign Languages in the Disci-nes: Widening the Context," will allow us over the next three years to incor-rate Chinese, Norwegian, and Russian.

The St. Olaf languages across the curriculum program is now in its fifth nester, with forty to fifty students enrolled in five or six courses each semester. thout the grant support from NEH and FIPSE, the program would have begun

on a much more limited basis. Even with limited resources, however, it is possible to begin a minimal program. Before initiating a program, though, a careful assessment of the campus climate and resources is advisable.

ENVIRONMENTAL ASSESSMENT FOR A LANGUAGES ACROSS THE CURRICULUM PROGRAM

As with most projects, human resources are the most critical factor. Are there faculty members outside foreign language departments who have both foreign language proficiency and interest in incorporating foreign language texts into their courses? At St. Olaf, we developed and administered a survey instrument that provided the input for a data base detailing faculty foreign language competencies and interests. Over one-third of the St. Olaf faculty indicated an interest in some level of participation in a languages across the curriculum program.

The next question to address concerns students. What is the population of potential student participants in a program? Since we hoped to offer several courses per semester, we needed to determine the number of students who would qualify for enrollment. Working with the college registrar, we found that in any given semester, there would be 100-150 students who had completed at least the fifth-semester course in French, German, or Spanish. This number of eligible students has allowed us to reach our goal of enrolling in the partial immersion offerings at least six to eight students per course.

The next step in our analysis of the potential market for a languages across the curriculum program was to survey the curriculum so as to identify prospective courses for a foreign language component. Here, we looked not only at faculty second language skills and interests, but also at student enrollment patterns. Would a course taught by an interested and language-qualified instructor enroll a sufficient number of students with the requisite foreign language background to form a viable discussion group? Fortunately, computerized registration and enrollment records made it relatively easy to answer this question.

Another critical aspect of the institutional environment is the level of support given by the college administration. Due to the current interest on many campuses in "internationalizing" the curriculum, enlisting administrative support may be easier than it was a few years ago. At any rate, whether or not outside grant support is obtained, there are times when both verbal and material backing from the campus "powers that be" is critical.

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PROGRAM IMPLEMENTATION

Initial efforts to create a languages across the curriculum program can be begun on an *ad hoc* basis, with two or three interested faculty introducing the optional use of foreign language and foreign language texts in their courses. Foreign language faculty can join them in an informal alliance and collaborate across disciplinary lines with guest lectures and various team-teaching arrangements. However, if and

a more comprehensive program is sought, there are advantages to seeking approval of the program and official recognition of it as a feature of the ılum. At St. Olaf, the program was approved by the faculty as an optional ation on the student transcript granted after completion of two courses foreign language component in the same foreign language.

, with any complex undertaking, proper preparation is a key to eventual s. Once the initial faculty and courses have been identified, the process of modification begins: syllabi must be adapted, appropriate foreign language gs selected, study guides and other supplementary materials prepared, and d library materials ordered. This work usually is best accomplished in the ıer months. At St. Olaf, grant funds provided summer support for one month paration on a particular course for each faculty pair—one member from a ɔreign language department and one from a foreign language department.

ı courses based on the partial foreign language immersion model, the most ıonly used model at St. Olaf (see page 106), the amount of reading in the n language varies, depending on the type and difficulty of the text. For a ular week's assignment, instructors might assign several texts: for example, a primary text, a background piece pertaining to the text, and/or a piece (from ıedia or other source) giving a commentary on or reaction to the primary Each foreign language text is typically accompanied by a glossary and a guide prepared in light of recent interactive reading research, with pre-ıg, reading, and post-reading stages. Following their reading of the foreign ıage texts and completion of the study guide questions (in the target ıage) outside of class, students may perform various active learning tasks as role-playing and participating in debate formats in the weekly foreign ıage discussion session. Texts are selected to offer perspectives on the topics course which are not accessible in the same way through English language es. The readings are not normally simply foreign language versions of items e English language reading list, except in those instances when attention to be given to discrepancies between the original and a translation.

inally, prior to offering the courses, library holdings need to be surveyed, ɔrders placed to fill gaps in holdings of key primary texts and relevant secon-materials. The needs for course reading assignments are not extensive. ver, since students will be expected to use other foreign language sources in ıg papers, a range of original language materials should be available. Also, ıl attention should be given to strengthening the library's reference holdings eign language encyclopedias, dictionaries, and other basic reference works.

ULTY DEVELOPMENT

e beginning the summer work of syllabus development and text selection for ses having an Applied Foreign Language Component (AFLC), most faculty benefit from a short workshop devoted to presentation and discussion of the y and methodology of introducing foreign language texts into existing non-ɡn language courses. Such a workshop is held at St. Olaf at the end of each

academic year, the week immediately following graduation. After the first year of the program, experienced faculty have been brought back to share their insights and to assist in the orientation of new faculty participants.

Because many faculty participants have not used their foreign language intensively for some time, it is helpful, if resources are available, to offer released-time grants to allow non-foreign language faculty to renew and advance their language abilities by taking upper-level language classes at the college or university. Through grant support, some institutions, e.g., Whitworth College in Washington and Dickinson College in Pennsylvania, have recognized the efforts of non-foreign language faculty who study language on campus during the year by providing them with the opportunity to do further work abroad in the summer.

STUDENT FACTORS

Students, like faculty, have very full schedules! Most of them will not voluntarily complicate their academic schedules by adding foreign language to course work unless they perceive clear rewards for their effort. The consequences of failing to excite students about the applied foreign language program are obvious: no students, no program. It is therefore important not only to identify the pool of potential students and to select courses that are likely to enroll adequate numbers of the pool, but also to articulate the program clearly and imaginatively to students. Especially when the program is in the early stages, all possible avenues for informing students and enlisting their participation must be pursued. Brochures and public announcements are necessary but not sufficient. Today, with computerized student records on most campuses, it is possible to identify all qualified prospective participants and send them individual letters to encourage their participation in the program. Faculty colleagues should be enlisted to announce in their classes the next semester's course offerings and to encourage their students to take advantage of these avenues to apply and further develop their foreign language proficiency. It is also important for faculty pairs to visit appropriate classes to describe forthcoming AFLC offerings and to respond to student questions.

Transcript certification for applied foreign language study is apparently a significant factor in the minds of today's credential-oriented students and appears to be an incentive for enrolling in more than one AFLC course. Nevertheless, enrollment patterns and student evaluations indicate that many students exercise the AFLC option simply for the enjoyment they derive in using their foreign language in a non-foreign language setting. The AFLC experience seems to reinforce the pride they feel in being able to use the language in meaningful contexts outside the foreign language department.

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GOVERNANCE

Whatever system of program governance is selected, it is critical to have a strong sense of shared ownership among faculty from the various foreign language and non-foreign language departments participating in the program. At St. Olaf, the

;overning body is an eight-member steering committee with representation livided equally between the languages and other disciplines. The committee neets at least twice each semester and addresses matters of policy and procedure uch as selection of AFLC courses, staffing of the courses, student recruitment, ourse evaluation, student certification, on-campus and off-campus dissemination ctivities, additional external funding initiatives, and faculty development opportunities related to the program. For the duration of the NEH and FIPSE grant rograms, the project directors are also the campus program directors. At the end f the grant period, the dean of the college, in consultation with the steering ommittee, will select the director of the languages across the curriculum rogram. Ideally, the position will carry released time equivalent to one semester ourse.

AKING THE PROGRAM PERMANENT

hose interested in developing a sustained foreign languages across the curricuum program need to take a long-term view, from the very beginning. AFLC ourses are labor intensive and require various resources that may not be easily vailable once initial grant support ends.

To minimize these potential difficulties and to make the program permanent, is absolutely essential to enlist administrative support. (The time to negotiate r this support is when the grant proposal is submitted, rather than after the rant expires.) Such support should consist of official recognition of the program the college catalogue, program funding beyond the grant period (including pecial lines in the institution's annual budget), the hiring of appropriate faculty, e recognition of faculty contributions in this area, and possibly, college efforts to btain funds to establish a program endowment.

OME CONCLUSIONS

t St. Olaf during the past four semesters, three summer workshops have been eld and ten different team-taught courses with an applied foreign language mponent have been taught. Several of these courses have been repeated. Nine ldditional courses were introduced during the 1991–92 academic year. The most nbitious offering to date is a three-course full Spanish immersion seminar volving political science, anthropology, and Hispanic literature. The immersion minar, first introduced in the fall semester of 1991, focuses on community and velopment in Latin America and Spain. The students and faculty members volved in the seminar meet for nine hours per week.

After completing only four semesters of the AFLC program at St. Olaf, it is o early to determine the long-term effect of the program on student and faculty titudes toward foreign language study and use. Much of the formal analysis of e assessment data is still "in progress," and it is too early to say that languages

across the curriculum will become a permanent feature of the St. Olaf curriculum. Nevertheless, based on the grant-supported activities to date, some preliminary conclusions can be made.

Students

Student participation in the St. Olaf languages across the curriculum program has met the original goal of six to ten students per course. With an average of five to six courses per semester, approximately forty to fifty students are enrolled each term. In course evaluations, students have cited gains both in understanding of course material and in language learning.

Although much language learning undoubtedly takes place in the St. Olaf program, such learning is not the primary goal. Languages across the curriculum is fundamentally a program of applied foreign language use, rather than an extension of the courses offered by the foreign language departments. Consequently, our evaluation component has concentrated on attitudinal change rather than on measuring advances in language competency. As was our hope, students report that they have been able to maintain and improve their foreign language skills in the AFLC courses. While students cite, in particular, their expanded specialized vocabulary and improved reading competency, they also express strong appreciation for the opportunity to use their language skills in a non-foreign language learning context.

With respect to the course content, students consistently feel that their overall performance in the course is enhanced by their use of the foreign language. Typical comments are: "Often in the AFLC (meeting) we discussed more elaborately the topics that were pertinent to the (regular disciplinary) course" and "I gained more insight into the readings." Students comment repeatedly on the value of reading primary documents in their original language, e.g., "Reading about the average German's life in German gave it a meaning that would have been lost in translation."

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Faculty

One of the college-wide outcomes of the AFLC program has been to generate more discussion of foreign language competence and use than has taken place on campus for many years. The three summer workshops have given faculty from a range of disciplines an opportunity to meet together and explore the role of language(s) in liberal education. Faculty appreciate discussing pedagogical issues in an interdisciplinary setting. Foreign language faculty have come to recognize the challenges faced by their colleagues in other disciplines in presenting large amounts of "essential" material in their courses. Non-foreign language faculty have learned from their foreign language colleagues how, through structured preparation and accompanying learning activities, students can more fully be brought to engage a given text. Non-foreign language faculty have, either on their

own or with grant support, strengthened their foreign language skills. (Although the grants provided only a few faculty members with released time for foreign language study, over a dozen faculty, as well as one senior administrator, have enrolled in language classes during the past academic year.) In a parallel fashion, foreign language faculty have been enriched by the study of new disciplinary areas—areas which may contribute to their teaching of language and culture.

The Profession at Large

Clearly, content-based and discipline-based foreign language programs are receiving increased attention within the foreign language teaching profession and beyond (Moline 1990; Straight 1990; Watkins 1990). Will these initial efforts evolve into a national "movement" for languages across the curriculum? We do not know, but based on our experience at St. Olaf College, we can affirm that a program of foreign language use across the curriculum is not only feasible, but attractive to both students and faculty.

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APPENDIX L
(Program Samples)

BREAKING DOWN THE BARRIERS

LANGUAGES ACROSS THE CURRICULUM

Washington Association of
Foreign Language Teachers
Spring Conference

Saturday, March 14, 1992
Student Union Building
Spokane Falls Community College

1:00-1:45 SESSIONS

A. LANGUAGES IN THE COLLEGE CURRICULUM: THE APPLIED FOREIGN LANGUAGE COMPONENT
Conference Room G/H
Dr. Keith 0. Anderson, Professor of German, St. Olaf College, Northfield, Minnesota.

For the past three academic years, St. Olaf College, with grant support from the NEH and FIPSE, has conducted a program in which students in a range of courses complete a portion of the course readings in a second language. The presenter will give a progress report on this project and will provide guidelines and materials for setting up similar programs on other college/university campuses.

B. YUCATAN—SPAIN: USA INFLUENCES AND EFFECTS
Conference Room D/E
Gabriel Mendez, Adjunct Professor, Gonzaga University.

The three phases of Yucatan history. The first phase—pre-colombian history of the peninsula, specifically the Mayas. Second phase—the colonial period. Final phase—post colonial period and the connection with the US.

2:00-2:45 SESSIONS

A. REUNIFICATION —THE IDEA, THE REALITY
Conference Room D/E
Sergei Cemenenkoff, German Affairs.

The impressions on the effect on Germany of the reunification two years after the declaration of unity.

B. LANGUAGES IN THE COLLEGE CURRICULUM, PART II
Conference RoomG/H

The second half of Dr. Anderson's presentation will be a mini-workshop on the selection and preparation of text for courses with an applied language option.

EVALUATION

CLOCK HOURS AVAILABLE

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FRIDAY, NOVEMBER 20

\# 131 Methods/Techniques ® NORTHWEST

5:00 P.M.-6:15 P.M. **ABC's of the Interview (All the Basics Plus Culture)**

SPONSOR: **ACTFL**

PRESENTERS:
Virginia Stelk, Joseph Castine, Karen Wiktor, Lakeland Copper Beech Middle School, Shrub Oak, NY

Using the personal interview and third person interview with pictures, second-language teachers enable students to practice all four skills while presenting culture in a relevant, fun format. The presenters will share resources for interview cards and give examples from all levels. Tasks proceed from peers through historical figures. Participation is encouraged.
EXAMPLES IN: Spanish, German, Italian
APPLICABLE LEVELS: 7-12

\# 132 Methods/Techniques ® OLYMPIC

5:00 P.M.-6:15 P.M. **Studies in Present-Day German**

SPONSOR: **AATG**

CHAIR: *Walter F. W. Lohnes,* Stanford University, CA

PRESENTERS:
"The Logic of Negation" (*William E. Petig,* Stanford University, CA)
"Linguistic, Pedagogical, and Communicative Perspective on Paratactic and Hypotactic Dependent Clauses" (*Robert D. Hummel,* University of Chicago, IL)
"Neue Forschungen zum regionalen Wortschatz im heutigen Deutsch" (*Jürgen Eichhoff,* University of Wisconsin, Madison)
THIS SESSION PRESENTED IN: German
APPLICABLE LEVELS: 7-12, College

\# 133 Methods/Techniques OZARK

5:00 P.M.-6:15 P.M. **Conversation, Naturally!**

SPONSOR: **IFLTA**

PRESENTERS:
Margaret Plank, Jeri Rosenzweig, Adlai E. Stevenson High School, Lincolnshire, IL

This session presents a series of techniques for learning to produce relatively normal conversation patterns in a classroom setting. Some of the techniques will be described; others will be demonstrated with audience participation.
EXAMPLES IN: French, German
APPLICABLE LEVELS: 7-12

\# 134 Curriculum ® PAN AMERICAN

5:00 P.M.-6:15 P.M. **Language Across the Curriculum: Mutual Support and Networking**

SPONSOR: **ACTFL**

PRESENTER:
Keith Anderson, St. Olaf College, Northfield, MN

The presenter will report on progress in creating a national network of LAC practitioners. Participants in the session will be given an opportunity to share brief reports on LAC programs which they are planning or conducting. Information on LAC program grant sources will be provided.
EXAMPLES IN: French, German, Spanish
APPLICABLE LEVELS: College

See session # 108 SAS

\# 135 Learner Variables ® SWISSAIR

5:00 P.M.-6:15 P.M. **Motivation in the Beginning Foreign Language Classroom: The Student's Perspective**

SPONSOR: **ACTFL**

PRESENTER:
Ken Fleak, University of South Carolina, Columbia

Effective methods of motivation constitute an indispensable area in foreign language instruction. Ten categories for successful motivation from the student's perspective will be cited, each followed by a brief analysis that incorporates suggestions for multiple strategies to respond. Teachers of all languages and levels will benefit from the handouts.
EXAMPLES IN: Spanish
APPLICABLE LEVELS: 7-12, College

\# 136 Intensive/Immersion ® VISCOUNT

5:00 P.M.-6:15 P.M. **Build Latin Programs with a Latin Day**

SPONSOR: **ACTFL**

PRESENTER:
Nancy Lister, Rockville High School, Vernon, CT

The presenter, who has coordinated Connecticut State Latin Day for eight years, will give a slide show of activities there. Criteria for success in statewide events which have helped to build Latin programs will be given. Activities described include: costume contests, chariot design and racing, and student projects including media and computer.
EXAMPLES IN: Latin
APPLICABLE LANGUAGES: Latin
APPLICABLE LEVELS: K-6, 7-12

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FRIDAY, NOV[illegible]ER 20

* 69 Culture MEXICANA

2:00 P.M.- 3:15 P.M. **Literature and Environment**

SPONSOR: **AATG**

PRESENTERS:
"For Example Calcutta: Günter Grass's Ecological Consciousness through Global-Economic Awareness" (*Irmgard Hunt*, Colorado State University, Ft. Collins)
"Nation and Environment: Max Dreyer's 1926 Novel *Der siegende Wald*" (*William Rollins*, Chair; University of Wisconsin, Madison)
EXAMPLES IN: German
APPLICABLE LANGUAGES: German
APPLICABLE LEVELS: College, Graduate

* 70 Methods/Techniques Ⓡ NORTHWEST

2:00 P.M.- 3:15 P.M. **Methods, Methods Everywhere...But Which Ones Really Work?**

SPONSOR: **ICTFL**

PRESENTER:
Suzanne Coons, Fieldcrest Community Unit #6, Minonk, IL

The presenter will demonstrate methods used successfully and innovatively in the high school classroom. Specific examples will be in Spanish and French, but the methods are applicable to any foreign language classroom. Attendees will be asked to share successful methods as time allows. The session is appropriate for teachers and teacher-trainers.
EXAMPLES IN: Spanish, French
APPLICABLE LEVELS: 7-12, Teacher Ed

* 71 Curriculum Ⓡ OLYMPIC

2:00 P.M.- 3:15 P.M. **German across the Curriculum: New Interdisciplinary Efforts**

SPONSOR: **AATG**

PRESENTERS:
"Collaborating with Colleagues across the Disciplines" (*John M. Grandin*, University of Rhode Island, Kingston)
"German across the Disciplines at the University of Minnesota" (*Gerhard Weiss*, University of Minnesota, Minneapolis)
"German Studies and the Curriculum at Large" (*Keith O. Anderson*, St. Olaf College, Northfield, MN)
EXAMPLES IN: English, German
APPLICABLE LEVELS: College

* 72 Culture Ⓡ OZARK

2:00 P.M.- 3:15 P.M. **Misconceptions About Mexico**

SPONSOR: **AATSP**

PRESENTERS:
Elvira Garcia, University of Nebraska, Omaha; *Carol Bates*, Chair; Bellevue West High School, NE; *Laura Jacobson*, Lincoln East Junior and Senior High Schools, NE; *Nancy Smith*, Mickel Junior High, Lincoln, NE

This session will be presented by participants in the June 1991 University of Nebraska at Omaha Immersion Program in Cuernavaca, Morelos, Mexico. It will explore misconceptions about and insights into the Mexican culture, people, religion, and family life. The presentation will include slides and tape-recorded examples.
EXAMPLES IN: Spanish
APPLICABLE LANGUAGES: Spanish
APPLICABLE LEVELS: 7-12, College

* 73 Teacher Preparation Ⓡ PAN AMERICAN

2:00 P.M.- 3:15 P.M. **Current Issues in Foreign Language Education: A Roundtable Discussion**

SPONSOR: **SIG: TEACHER DEVELOPMENT**

CHAIR: *Leslie Schrier*, University of Iowa, Iowa City

PRESENTERS:
Corinne Mantle, Colorado State University, Ft. Collins; *Lawrence Dedi Walker, Donna Grundstad*, Iowa City Community Schools, IA; *Michael Everson*, U.S. Air Force Academy, Colorado Springs, CO

Various viewpoints in foreign language education will be presented from a cross section of the foreign language profession. The audience is then invited to discuss these viewpoints.
APPLICABLE LEVELS: Administrator, Teacher Ed

* 74 SAS

2:00 P.M.- 3:15 P.M. **Italian Pedagogy 2**

SPONSOR: **AATI**

CHAIR: *Raffaella Maiguashca*, York University, Downsview, ON, Canada

PRESENTERS:
"Techniques for Teaching Writing in the Elementary and Intermediate Italian Classes" (*Caterina Cicogna*, Consulate General of Italy, Toronto, ON, Canada; *Frank Nuessel*, University of Louisville, KY)
"Computers in Foreign Language Education: Boom or Bust?" (*Lois P. Mignone*, SUNY College of Technology, Farmingdale, NY)
"Teaching Italian Poetry through Creative Writing" (*Elena Urgnani*, Wheaton College, Norton, MA)

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SUNDAY, NOVEMBER 22

Curriculum/Culture ® MEXICANA

.M.- **Americans Abroad**
A.M.

)R: **AATG**

John S. Austin, Georgia State University, Atlanta

TERS:
. als Fremdsprache in Moskau: Programm, Ziele und Leistungen"
eschke, University of Houston, TX)
:e to the 'FNL': One Ami's Introduction to the 'Reichsbahnland'
lish) (*Roger S. Brown*, University of New Hampshire, Durham)
SSION PRESENTED IN: German
.BLE LANGUAGES: German, French, Spanish, English
.BLE LEVELS: College, Graduate

Research ® NORTHWEST

M.- **The Effect of Authentic Oral Texts on**
..M. **Student Listening Comprehension**

)R: **ACTFL**

TERS:
ron, Irene Seay, Emory University, Atlanta, GA

f two studies at Emory University which showed that the listen-
rehension of beginning and intermediate French students
with increased exposure to authentic speech will be reported.
ts will gain useful information about the kinds of activities
help students understand authentic speech.
S IN: French
3LE LANGUAGES: French, Spanish, German, Italian
3LE LEVELS: 7-12, College

Methods/Techniques ® OLYMPIC

1.- **Looking at German Textbooks**
M.

R: **AATG**

RS:
w the Land Lies: Germany in American Textbooks before and
(Roland Matthée, Ohio State University, Columbus)
e Sting out of German with User-Friendly *Wirtschaft auf*
Christiane Fredericksen, Klett Edition Deutsch, Oakland, CA)
ubjunctive I and II: Contemporary Use vs. How it is Presented
r Texts, with Some Suggestions for the Teacher" (*H. Jarold*
d, Chair; Georgia Southern University, Statesboro)
S IN: German
LE LANGUAGES: German
LE LEVELS: College, Teacher Ed

321 Assessment ® OZARK

10:00 A.M.- 11:15 A.M. **A Pilot Japanese Proficiency Test for Grade School Children**

SPONSOR: **ACTFL**

PRESENTERS:
Kathie Carpenter, Hiroko Kataoka, Noriko Fujii, University of Oregon, Eugene; *Nancy Rhodes*, Center for Applied Linguistics, Washington, DC

There has been a recent surge of interest in developing Japanese language proficiency in children. Principles from language teaching, discourse strategies, and children's first language acquisition have been combined to develop a test that measures proficiency in a developmentally appropriate way. Results of pilot testing at Yujin Gakuen Japanese immersion school will be presented.
EXAMPLES IN: Japanese
APPLICABLE LEVELS: K-6

322 Curriculum ® PAN AMERICAN

10:00 A.M.- 11:15 A.M. **Languages for All Disciplines: How to Start a LAC Program**

SPONSOR: **ACTFL**

PRESENTERS:
Leon Narvaez, Wendy Allen, Keith O. Anderson, St. Olaf College, Northfield, MN; *John Grandin*, University of Rhode Island, Kingston

Foreign language faculty members on many college campuses are forming alliances with colleagues in other disciplines to allow students to apply their foreign language skills to content learning in a variety of courses. The session provides guidelines and suggestions for establishing such "language across the curriculum" programs.
EXAMPLES IN: German, French, Spanish
APPLICABLE LEVELS: College

323 SAS

10:00 A.M.- 11:15 A.M. **Modern Italian Literature and Culture 3**

SPONSOR: **AATI**

CHAIR: *Guido Pugliese*, Erindale College, University of Toronto, ON, Canada

PRESENTERS:
"Manzoni's Use of Humble Protagonists in *I Promessi Sposi*" (*S.B. Chandler*, University of Toronto, ON, Canada)
"Da eroina a protagonista: l'affermazione del desiderio femminile in due racconti 'Gotici' di Luisa Saredo (seconda meta dell '800)" (*Mirella Sciboni*, New York University, NY)
"Psychological implications in Svevo's *L'assassinio di Via Belpoggi*" (*Beno Weiss*, Pennsylvania State University, University Park)

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10:00 A.M.
11:15 A.M

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11:30 A.M
12:45 P.M

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FIPSE/NEH Languages Across the Curriculum Workshop
St. Olaf College, May 26-27, 1992

Discussion: Some Current Issues in LAC Theory and Practice

I. Disciplinary Integrity/Roles of the Disciplines

a. Does LAC blur the lines between the disciplines and/or dilute the unique contribution each discipline makes to the advancement of knowledge? Does it encourage dilettantism?

b. Does a second (or third) linguistic/cultural perspective on the content of discipline enhance learning of the discipline? Does it detract? Does the answer vary from discipline to discipline?

c. Does LAC reduce the FL faculty member to a strictly "service" role? Does LAC imply a fundamental difference between FLs and other disciplines in respect to the place of "content" in the discipline? Do FL faculty need a second discipline to participate in LAC?

d. Is LAC a worthwhile investment of faculty time and energy? Of college resources? What are the rewards?

e. What level of FL fluency is required for the non-FL faculty in LAC?

f. How are the faculty members identified/recruited for LAC?

II. Linguistic Form and Content

a. What are some differences between first and second language learning in respect to the form/content relationship?

b. Why is the typical college FL sequence too heavily form-oriented? Is beginning language study content-neutral?

c. What is the relationship between LAC and content -based FL learning?

III. Student Outcomes and Related Issues

a. Do 4 or 5 semesters of college prepare students adequately for LAC?

b. Is there a sufficient pool of qualified students? Are the available students already FL majors?

c. What are the expected student outcomes?

1. Language maintenance/development?
2. Vocabulary/usage of a specific discipline?
3. Improved content mastery?
4. Critical thinking/"liberal" learning?
5. Affective changes?
6. Other?

d. What motivates students to participate in LAC?

IV. LAC Models and Approaches

a. Is there a dichotomy of choice between either intensive or merely illustrative use of FLs in LAC (FLIC at Earlham vs. LAC at St. Olaf)? Or a scale of models ranging from illustrative to full immersion?

b. What are some various models which have been tested?

c. How do you select the best model?

d. What do the various models offer as benefits? Problems?

V. LAC Materials

a. Who selects materials for LAC? Sources?

b. What are the selection criteria? How much reading should be expected?

c. Should the materials be FL versions of the English readings?

d. How much processing/preparation of the reading material is needed?

VI. Foreign Language and Native Language Reading

a. Is there a qualitative difference between FL learning and NL acquisition?

b. How does one determine the difficulty level of a text?

c. What is the role of "context" in reading comprehension?

d. How can LAC instructors exploit both "top-down" and "bottom-up" processing of texts?

e. What levels of textual analysis are to be expected?